CATALOGUE OF
PHILLIPS ACADEMY
ANDOVER, MASSACHUSETTS

ONE HUNDRED AND SIXTY-THIRD YEAR

1940-1941

ANDOVER, MASSACHUSETTS
PUBLISHED BY THE ACADEMY
MCMXLI

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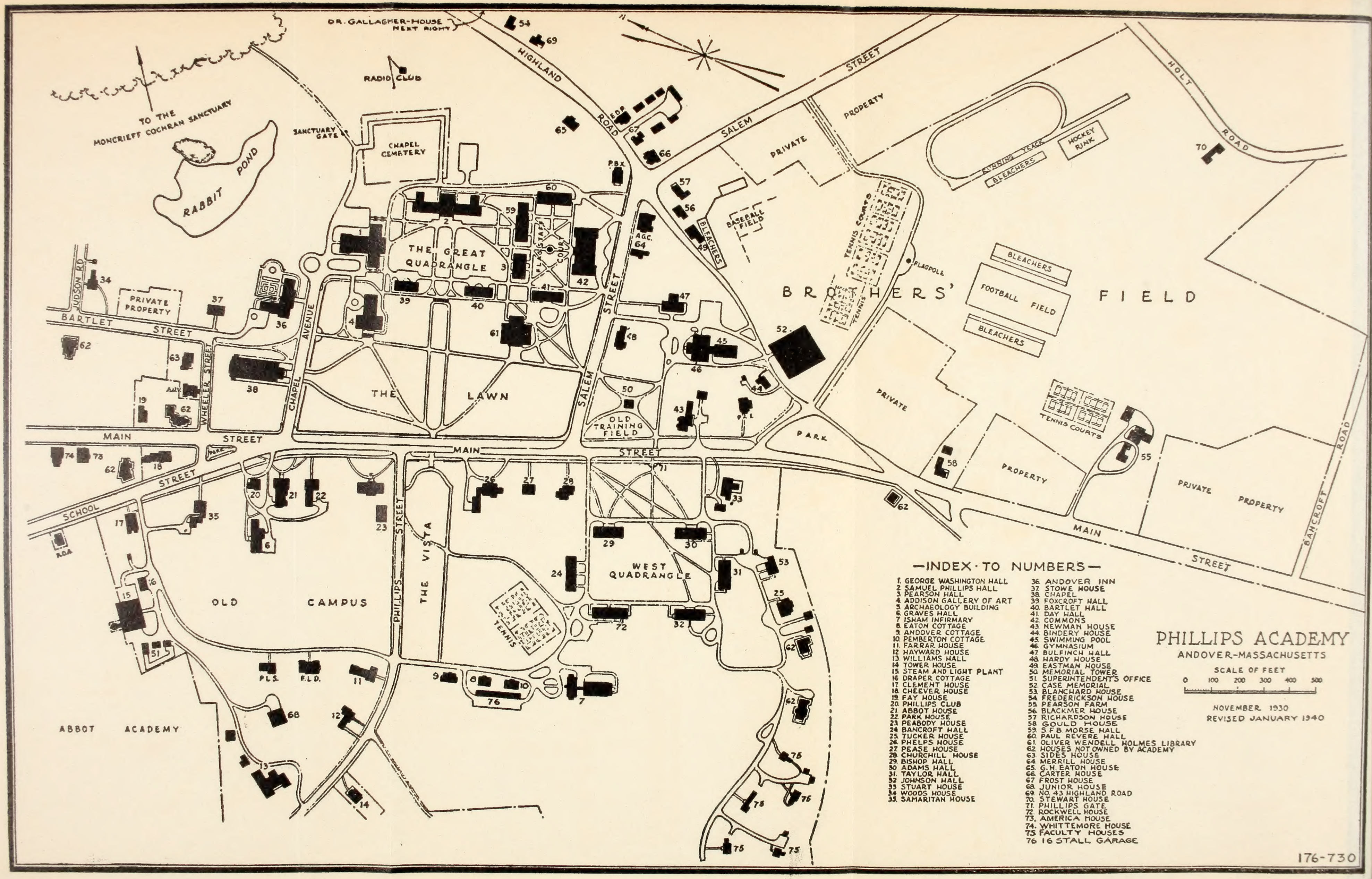
DR. GALLAGHER-HOUSE NEXT RIGHT
TO THE MONCRIEFF COCHRAN SANCTUARY
RABBIT POND
SANCTUARY GATE
RADIO CLUB
CHAPEL CEMETERY
HIGHLAND ROAD
SALEM STREET
HOLT ROAD
PROPERTY
PRIVATE
RUNNING TRACK
BLEACHERS
HOCKEY RINK
E.D.P.
P.B.X.
A.G.C.
THE GREAT QUADRANGLE
FLAGSTAFF COURT
BASEBALL FIELD
BLEACHERS
TENNIS COURTS
TENNIS
FLAGPOLE
BROTHERS' FIELD
FOOTBALL FIELD
BLEACHERS
JUDSON RD
PRIVATE PROPERTY
BARTLET STREET
CHAPEL AVENUE
WHEELER STREET
A.M.V.
THE LAWN
OLD TRAINING FIELD
P.C.L.
PARK
PRIVATE
TENNIS COURTS
PROPERTY
PRIVATE PROPERTY
BANCROFT ROAD
MAIN STREET
MAIN STREET
PARK
SCHOOL STREET
R.O.A.
PHILLIPS STREET
THE VISTA
OLD CAMPUS
WEST QUADRANGLE
TENNIS
P.L.S.
F.L.D.
ABBOT ACADEMY
176-730

PHILLIPS ACADEMY

ANDOVER-MASSACHUSETTS

SCALE OF FEET

0 100 200 300 400 500

NOVEMBER 1930
REVISED JANUARY 1940

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7. ISHAM INFIRMARY
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1941

JANUARY

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CALENDAR

1941

Second term begins....................8.15 P.M., Monday, Jan. 6
Second term ends......................Wednesday, March 12
SPRING RECESS—20 days
Third term begins.....................8.15 P.M., Tuesday, April 1
Recitations close ....Wednesday, June 11
Commencement........................Friday, June 13
College Entrance Board examinations...June 14-20
School entrance examinations in Andover
and New York City.................Tuesday and Wednesday, June 17 and 18
Third term ends........................Friday, June 20

SUMMER VACATION

Rooms ready for occupancy............10 A.M., Monday, Sept. 8
Entrance examinations.................9 A.M., Tuesday, Sept. 9
Registration of returning students:
Juniors and Lower Middlers.........Before 2 P.M., Tuesday, Sept. 9
Upper Middlers and Seniors.........Before 2 P.M., Wednesday, Sept. 10
Registration of entering students:
Juniors and Lower Middlers.........Before 8 P.M., Tuesday, Sept. 9
Upper Middlers and Seniors.........Before 8 P.M., Wednesday, Sept. 10
Thanksgiving Day.....................Thursday, Nov. 27
First term ends.........................Friday, Dec. 19
CHRISTMAS RECESS—17 days

1942

Second term begins....................8.15 P.M., Monday, Jan. 5
Second term ends......................Friday, March 13
SPRING RECESS—19 days
Third term begins.....................8.15 P.M., Wednesday, April 1
Recitations close ....Wednesday, June 10
Commencement........................Friday, June 12
College Entrance Board examinations...June 13-19
School entrance examinations in Andover
and New York City.................Tuesday and Wednesday, June 16 and 17
Third term ends........................Friday, June 19

PHILLIPS ACADEMY

Founded in 1778 by

Samuel Phillips John Phillips, LL.D.
Samuel Phillips, Jr.

Constitution and deed of trust signed	April 21, 1778
School opened	April 30, 1778
Act of incorporation	October 4, 1780

HEADMASTERS*

ELIPHALET PEARSON, LL.D.	1778—1786
EBENEZER PEMBERTON, LL.D.	1786—1793
MARK NEWMAN, A.M.	1794—1809
JOHN ADAMS, LL.D.	1810—1833
OSGOOD JOHNSON, A.M.	1833—1837
SAMUEL H. TAYLOR, LL.D.	1838—1871
FREDERIC W. TILTON, A.M.	1871—1873
CECIL F. P. BANCROFT, Ph.D., L.H.D., LL.D.	1873—1901
ALFRED E. STEARNS, Litt.D., L.H.D., LL.D.	1903—1933
CLAUDE M. FUESS, Ph.D., Litt.D., L.H.D.	1933—

*From 1786 to 1927 the head of the Academy bore the title of Principal.

TRUSTEES

PRESIDENT

HENRY LEWIS STIMSON, LL.D. New York, N. Y.
Elected 1905

CLERK

CLAUDE MOORE FUESS, Ph.D., Litt.D., L.H.D. Andover
Elected 1933

TREASURER

JAMES GOULD, A.B. Andover
Elected 1939

ALFRED LAWRENCE RIPLEY, A.M., LL.D. Andover
Elected 1902

FRED TOWSLEY MURPHY, M.D. Detroit, Mich.
Elected 1908

JAMES BROWN NEALE, A.B. Buck Run, Pa.
Elected 1923

ERNEST MARTIN HOPKINS, Litt.D., LL.D., L.H.D.
Elected 1926 Hanover, N. H.

PHILIP LORING REED Dedham
Elected 1933

LLOYD DE WITT BRACE, S.B. Boston
Elected 1933

FRANCIS ABBOT GOODHUE, A.B. Hewlett, L. I., N. Y.
Elected 1935

ABBOT STEVENS, A.B. North Andover
Elected 1935

HENRY WISE HOBSON, D.D. Cincinnati, Ohio
Elected 1937

ROBERT ABBE GARDNER, A.B. Chicago, Ill.
Elected 1938

OFFICERS OF ADMINISTRATION

CLAUDE MOORE FUESS, Ph.D., Litt.D., L.H.D.	
Headmaster	189 Main Street
On the Cecil F. P. Bancroft Foundation	Appointed 1908
Instructor 1908-1933. Elected Headmaster 1933	
ALFRED ERNEST STEARNS, A.M., Litt.D., L.H.D., LL.D.	
Headmaster Emeritus	"Archmeadow," Danvers
JAMES GOULD, A.B.	210 Main Street
Treasurer	Elected 1939
HENRY HOPPER	25 Phillips Street
Associate Treasurer and Comptroller	Appointed 1915
LESTER EDWARD LYNDE, A.M.	215 Main Street
Dean	Appointed 1901
On the Alfred Lawrence Ripley Foundation	
JAMES RUTHVEN ADRIANCE, A.B.	195 Main Street
Assistant Dean	Appointed 1934
WILLET LAWRENCE ECCLES, Ph.D.	Hidden Field
Registrar	Appointed 1930
Instructor in Chemistry	
GEORGE GRENVILLE BENEDICT, A.M.	193 Main Street
Assistant Registrar	1930-1932, re-appointed 1933
Instructor in English	
PHILIP KIRKHAM ALLEN, A.B.	1 Highland Road
Assistant Registrar	Appointed 1936
Instructor in English	
ALICE THACHER WHITNEY	27 Highland Road
Recorder	Appointed 1902

The Administration Offices are in George Washington Hall.

Office hours—Week days, 9 A.M. to 12 Noon, and (except Saturday) 2 P.M. to 5 P.M. Appointments should be made in advance, if possible.

FACULTY

CHARLES EMERSON STONE, Ph.B. 158 Main Street
Instructor in French, Emeritus

ARCHIBALD FREEMAN, A.M. Cortland, N. Y.
Instructor in History, Emeritus

JAMES CHANDLER GRAHAM, S.B. Wildwood Farm
Instructor in Natural Sciences, Emeritus

JOHN LEWIS PHILLIPS, A.B. Franklin, N. H.
Instructor in Latin, Emeritus

FREDERICK EDWIN NEWTON, Ph.B. 14 Chestnut Street
Instructor in Mathematics, Emeritus

CHARLES ARTHUR PARMELEE, A.M.
Instructor in French, Emeritus Deer Island, Newburyport

HORACE MARTIN POYNTER, A.B. 6 School Street
Instructor in Latin on the Samuel Harvey Taylor Foundation
Appointed 1902

GEORGE WALKER HINMAN, A.M. 42 Salem Street
Tutor in Latin and German Appointed 1906

ARTHUR WILLIS LEONARD, A.B. 80 Bartlet Street
Instructor in English on the Emilie Belden Cochran Foundation
Appointed 1907

GEORGE FRANKLIN FRENCH, A.M. Hidden Field
Instructor in French Appointed 1907

FREDERICK MAY BOYCE, A.M. 154 Main Street
Instructor in Physics Appointed 1909

OSWALD TOWER, A.B. 32 Phillips Street
Instructor in Mathematics Appointed 1910

FRANK O'BRIEN, A.B. 6 Highland Road
Instructor in English Appointed 1910

CARL FRIEDRICH PFATTEICHER, PH.D., TH.D.
Instructor in Music and Philosophy on the Alfred 173 Main Street
Ernest Stearns Foundation Appointed 1912

FREDERIC WILLIAM HEATON STOTT, A.B.
Instructor in English Williams Hall
Appointed 1912

MONTVILLE ELLSWORTH PECK 1 Highland Wayside
Physical Director Appointed 1916

ROY EVERETT SPENCER, A.B. 21 Phillips Street
Instructor in English Appointed 1917

LESTER CHARLES NEWTON, A.M. 29 Highland Road
Instructor in French Appointed 1918

*FRANK MAY BENTON, A.B. 9 Salem Street
Instructor in Latin on the John Charles Phillips Foundation
Appointed 1918

WINFIELD MICHAEL SIDES, S.B. 89 Bartlet Street
Instructor in Mathematics on the Martha Cochran Foundation
Appointed 1919

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*On leave of absence during the academic year, 1940-1941.

RAY ARTHUR SHEPARD, S.B. 50 Salem Street
Director of Physical Education Appointed 1919

ROSCOE EDWIN DAKE, S.B. Hidden Field
Instructor in Chemistry on the George Peabody Foundation
Appointed 1921

JOHN SEDGWICK BARSS, A.M. Hidden Field
Instructor in Physics Appointed 1923

M. LAWRENCE SHIELDS, A.B. Foxcroft 13
Instructor in Biology Appointed 1923

GUY JOHNSON FORBUSH, A.B. Bartlet 5
Instructor in French 1917-1920, re-appointed 1924

ALAN ROGERS BLACKMER, A.M. 25 Highland Road
Instructor in English on the Jonathan French Foundation
Appointed 1925

SCOTT HURTT PARADISE, A.M. Hidden Field
Instructor in English 1924-1925, re-appointed 1926

KENNETH SMITH MINARD, A.M. 17 Salem Street
Instructor in History Appointed 1928

GEORGE KNIGHT SANBORN, A.B. Rockwell House
Instructor in Mathematics Appointed 1928

DIRK HUGO VAN DER STUCKEN Paul Revere 6
Instructor in German Appointed 1928

EMORY SHELVY BASFORD, A.B. Bartlet 18
Instructor in English Appointed 1929

ALFRED GRAHAM BALDWIN, A.B., B.D. Hidden Field
School Minister and Instructor in Religion Appointed 1930

WILLET LAWRENCE ECCLES, Ph.D. — Hidden Field
Instructor in Chemistry — Appointed 1930

ROBERT EDWARD MAYNARD, S.B. — 143 Main Street
Instructor in Mathematics and Excusing Officer — Appointed 1931

BERNARD LEO BOYLE, Jr., A.B. — Day 8
Instructor in Biology — Appointed 1932

ALLAN THOMPSON COOK, A.B. — Bishop 30
Instructor in English — Appointed 1932

LEONARD FRANK JAMES, A.M. — Johnson Hall
Instructor in History — Appointed 1932

LIONEL DENIS PETERKIN, A.M. — 25 Hidden Road
Instructor in Latin on the Elizabeth Milbank Anderson Foundation
Appointed 1932

FREDERICK ELLSWORTH WATT, S.B. — Eaton 7
Instructor in Mathematics — Appointed 1932

GEORGE GRENVILLE BENEDICT, A.M. — 193 Main Street
Instructor in English — 1930-1932, re-appointed 1933

DOUGLAS SWAIN BYERS, A.M. — Phillips Street
Instructor in Anthropology — Appointed 1933

ARTHUR BURR DARLING, Ph.D. — 238 Main Street
Instructor in History on the Ammi Wright Lancashire Foundation
1917-1918, re-appointed 1933

BARTLETT HARDING HAYES, Jr., A.B. — Phillips Street
Instructor in Art — Appointed 1933

ROGER WOLCOTT HIGGINS, A.M. — Rockwell House
Instructor in English — Appointed 1933

KILBRITH JORDAN BARROWS, A.M. — Day 29
Instructor in History — Appointed 1934

ALSTON HURD CHASE, Ph.D. — Paul Revere 23
Instructor in Greek — Appointed 1934

NORWOOD PENROSE HALLOWELL, Jr., A.B.
Instructor in English — Adams Hall
Appointed 1934

DONALD MERRIAM LEITH, Ph.D. — Taylor Hall
Instructor in History — 1929-1931, re-appointed 1934

EUGENE WHITTREDGE CLARK — 215 Main Street
Instructor in Music — Appointed 1935

FRANK FREDERIC DI CLEMENTI, S.B. — Junior House
Instructor in the Department of Physical Education — Appointed 1935

JAMES HOOPER GREW, A.B. — 169 Main Street
Docteur dès Lettres de l'Université de Paris
Instructor in French — Appointed 1935

HENRY PRESTON KELLEY, A.M. — 3 Hidden Road
Instructor in Spanish — 1918-1928, re-appointed 1935

REGINALD ISAAC WILFRED WESTGATE, Ph.D.
Instructor in Latin — Adams Hall
Appointed 1935

PHILIP KIRKHAM ALLEN, A.B. — 1 Highland Road
Instructor in English — Appointed 1936

FREDERICK SCOULLER ALLIS, Jr., A.M. — Johnson Hall
Instructor in History — Appointed 1936

WILBUR JOSEPH BENDER, A.M. — Hidden Field
Instructor in History — Appointed 1936

CHESTER ARCHIBALD COCHRAN, A.M. — Bancroft 1
Instructor in French — Appointed 1936

ARNOLD MILLS COMBRINCK-GRAHAM, Jr., A.M.
Instructor in French — 157 Main Street
Appointed 1936

GEORGE LITTLE FOLLANSBEE, A.B. — Andover 7
Instructor in Biology — Appointed 1936

RICHARD MOTT GUMMERE, Jr., A.B. — Bancroft 13
Instructor in Latin and Art — Appointed 1936

HERBERT LEIGH KINSOLVING, A.M. — Foxcroft 5
Instructor in Mathematics — Appointed 1936

OTIS CHASE SEVERANCE, S.B. — 12 Highland Road
Instructor in Mathematics — Appointed 1936

STEPHEN WHITNEY, A.M. — Bishop 10
Instructor in French — Appointed 1936

WALTER HASENCLEVER — 11 School Street
Dr. jur. Heidelberg University — Appointed 1937
Instructor in German

FLOYD THURSTON HUMPHRIES, A.B. — 147 Main Street
Instructor in French — Appointed 1937

BARTRAM KELLEY, A.M. — Draper 4
Instructor in Mathematics — Appointed 1937

HART DAY LEAVITT, A.B. 12 School Street
Instructor in English Appointed 1937

MILES STURDIVANT MALONE, PH.D. Taylor Hall
Instructor in History Appointed 1937

WILLIAM HAYES BROWN, A.B. 141 Main Street
Instructor in English Appointed 1938

PAUL LACHLAN MACKENDRICK, PH.D. 77 Bartlet Street
Instructor in Latin Appointed 1938

RICHARD SAWYER PIETERS, A.M. Bancroft 8
Instructor in Mathematics Appointed 1938

ROBERT WHITTEMORE SIDES, A.B. Hidden Field
Instructor in Mathematics Appointed 1938

DANIEL TOWER, S.B. 147 Main Street
Instructor in Art Appointed 1938

NORMAN ÉTIENNE VUILLEUMIER, A.B.
Instructor in English 45 Salem Street
Appointed 1938

JOHN BROMHAM HAWES, III, A.B. Pemberton 4
Instructor in English 1933-1936, re-appointed 1939

OAKLEY ARTHUR MELENDY, S.B. 77 Bartlet Street
Assistant in Chemistry and Athletics Appointed 1939

DONALD NUTE TIMBIE, S.B. Williams Hall
Instructor in General Science, Physics, and Mathematics

ROBERT BEDFORD WOOLSEY, A.B. Tilton House
Instructor in Latin Appointed 1939

JOHN KINGSBURY COLBY, A.M. *Instructor in Latin*	9 Salem Street Appointed 1940
HARPER FOLLANSBEE, A.B. *Assistant in Biology*	Rockwell House Appointed 1940
JOHN SAMUEL MACSPORRAN, A.B. *Assistant in Latin*	Williams Hall Appointed 1940
PATRICK MORGAN, A.B. *Instructor in Art*	89 Abbot Street Appointed 1940
WILLIAM HEARTT REESE, PH.D. *Assistant in Music*	73 Bartlet Street Appointed 1940
THOMPSON WEBB, JR., A.B. *Assistant in English*	Williams Hall Appointed 1940

OLIVER WENDELL HOLMES LIBRARY

MRS. THERESA WALLEY RICHARDSON, S.B. *Librarian*	23 Salem Street
RUTH BROWN, A.B. *Chief Cataloguer and Custodian of the Charles H. Forbes Collection of Vergiliana*	78 Main Street
ELIZABETH EADES, A.B., S.B. *Reference Librarian*	67 Bartlet Street
ELIZABETH M. BOYCE, S.B. *Assistant in the Library*	154 Main Street
VIRGINIA REMINGTON *Secretary in the Library*	North Main Street

ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

DOUGLAS S. BYERS, A.M. *Director*	Phillips Street
FREDERICK JOHNSON, S.B. *Curator*	1 Woodland Road
ALFRED VINCENT KIDDER, Ph.D. *Research Associate in Southwestern Archaeology*	Beverly Farms
EVELYN WILLETT *Secretary and Librarian*	Haverhill

ADDISON GALLERY OF AMERICAN ART

BARTLETT HARDING HAYES, Jr., A.B. *Director*	Phillips Street
DANIEL TOWER, S.B. *Museum Assistant*	147 Main Street
ANNE P. PEABODY *Registrar*	42 Salem Street
JULIA C. COGSWELL, A.B. *Secretary*	46 Salem Street

THE DEPARTMENT OF HEALTH

JAMES ROSWELL GALLAGHER, M.D. *School Physician*	51 Highland Road

MITCHELL GRATWICK, M.D. *Assistant School Physician*	1 Judson Road
KATHRYN PARK, R.N., B.N. *Head Nurse*	The Isham Infirmary
MRS. MARION COLE *Secretary to the School Physician*	Lawrence

OTHER OFFICERS

GEORGE D. BRADEN, A.B. *Purchasing Agent*	254 Main Street
E. ROSAMOND GREENWOOD, A.B. *Secretary to the Headmaster*	Lawrence
NETTIE I. CROSBY *Assistant Secretary to the Headmaster*	Lawrence
ANN S. LESLIE *Secretary in the Treasurer's Office*	100 Highland Road
EVELYN JENKINS, A.B. *Secretary to the Dean*	Ballardvale Road
MRS. ELEANOR T. CLEMENTS *Secretary to the Registrar*	Cedar Road
MRS. EUNICE L. DAILEY *Secretary in the Treasurer's Office*	41 Summer Street

ETHEL A. HITCHCOCK *Secretary to the Purchasing Agent*	100 Main Street
MRS. HELEN B. CANNON *Alumni Recorder*	54 Salem Street
MRS. RUTH A. WHITE *Secretary to the Associate Treasurer*	36 Central Street
MRS. MARY W. MORRISON *Matron of Williams Hall*	Williams Hall
ROBERT A. LEETE *Manager of the Commons*	73 Bartlet Street
MRS. LUCELIA H. La CROIX *Dietitian of the Commons*	1 Hidden Road

ACADEMY PREACHERS 1940-1941

September	15	Dr. Claude M. Fuess
	22	Rev. A. Graham Baldwin
	29	Dr. Arthur Howe
October	6	Dr. Alfred E. Stearns
	13	Rev. Joel B. Hayden
	20	Dr. George Van Santvoord
	27	Rev. James Gordon Gilkey
November	3	Rev. Markham W. Stackpole
	10	Rev. A. Graham Baldwin
	17	Rev. John S. Badeau
	24	Rev. Lewis H. Davis
December	1	Rev. Norman B. Nash
	8	Rev. Ashley D. Leavitt
	15	Dr. Claude M. Fuess
January	12	Rev. Henry P. Van Dusen
	19	Rev. A. Graham Baldwin
	26	Rt. Rev. Henry K. Sherrill
February	2	Rev. Robert R. Wicks
	9	Rev. Arthur L. Kinsolving
	16	Rev. Erdman Harris
	23	Rev. Charles R. Brown
March	2	Rt. Rev. John T. Dallas
	9	Rev. Henry H. Tweedy
April	6	Rev. A. Graham Baldwin
	13	Rev. John C. Schroeder
	20	Rt. Rev. Henry W. Hobson
	27	Rev. Sidney Lovett
May	4	Rev. Edwin J. Van Etten
	11	Rev. Bernard I. Bell
	18	Rev. Carl E. Elmore
	25	Rev. Morgan P. Noyes
June	1	Rev. Henry Sloane Coffin
	8	Dr. Claude M. Fuess

HISTORICAL SKETCH

PHILLIPS ACADEMY is situated at Andover, in the County of Essex, Massachusetts. The Constitution and original deed of gift of the Academy was signed April 21, 1778, by Esquire Samuel Phillips, of the north parish of Andover, and his brother, John Phillips, LL.D., of Exeter, New Hampshire, in the presence, and largely at the instance, of Samuel Phillips, Jr. (then but twenty-six years old), afterward judge of the Court of Common Pleas for Essex County, president of the Massachusetts Senate, and lieutenant governor of the Commonwealth. By this act the Trustees of Phillips Academy became owners of the land in the south parish of Andover on which the chief buildings of the school now stand, together with other endowment comprising further lands in Andover, two hundred acres in Jaffrey, New Hampshire, and the sum of one thousand six hundred and fourteen pounds.

The Constitution, which sets forth in detail the plan for the School and the obligations of the Trustees and Master, was written by Samuel Phillips, Jr., with the advice and aid of his friend, Eliphalet Pearson, who became first Master. The following passages are characteristic:

> A serious consideration of the premises, and an observation of the growing neglect of *youth*, have excited in us a painful anxiety for the event, and determined us to make, in the following Conveyance, a humble dedication to our Heavenly Benefactor of the ability, wherewith he hath blessed us, to lay the foundation of a public free School or Academy for the purpose of instructing Youth, not only in English and Latin Grammar, Writing, Arithmetic, and those Sciences, wherein they are commonly taught, but more especially to learn them the *great end and real business of living*.
>
> The Master is to give special attention to the health of the scholars, and ever to urge the importance of a habit of industry.

But above all, it is expected that the Master's attention to the disposition of the *minds* and *morals* of the youth under his charge will exceed every other care; well considering that, though goodness without knowledge (as it respects others), is weak and feeble, yet knowledge without goodness is dangerous, and that both united form the noblest character, and lay the surest foundation of usefulness to mankind.

This Seminary shall be ever equally open to youth of requisite qualifications from every quarter.

And, in order to prevent the smallest perversion of the true intent of this Foundation, it is again declared, that the *first* and principal object of this Institution is the promotion of true Piety and Virtue; the *second*, instruction in the English, Latin, and Greek languages, together with Writing, Arithmetic, Music, and the Art of Speaking; the *third*, practical Geometry, Logic, and Geography; and the *fourth*, such other of the Liberal Arts and Sciences or Languages as opportunity and ability may hereafter admit, and as the Trustees shall direct.

By the Act of Incorporation, passed by the General Court, October 4, 1780, the Trustees were authorized to hold real estate to an annual value of five hundred pounds and personal estate to an annual value of two thousand pounds, "both sums to be valued in silver at the rate of six shillings and eight pence by the ounce."

The School was opened for instruction April 30, 1778, in a building which had earlier been used as a joiner's shop. The first preceptor was Eliphalet Pearson (1778-1786), a stimulating teacher and stern disciplinarian who established high standards of instruction. Shortly before he resigned to become professor at Harvard College, a new and larger wooden school-house was built. On November 5, 1789, George Washington, President of the United States, visited Andover, and addressed the students assembled on the Old Training Field. In 1808 Andover Theological Seminary for the professional training of Congregational ministers was established, largely through the efforts of the Phillips family and Dr. Pearson, and this new foundation was committed to the Trustees of Phillips Academy. In 1907 the theological trusts were transferred to a newly created independent board of trustees, and in 1908 Andover Theological Seminary was removed to Cambridge.

The fourth principal, John Adams (1810-1833), raised the repute of the school, increased the attendance, and enlarged the number of teachers. The second school-house was burned on January 28, 1818, and a new brick Academy designed by the famous architect Bulfinch was erected within a year. This "classic hall," described in Oliver Wendell Holmes's centennial poem, *The School Boy*, is still in use. In 1834-36 the dormitories known to so many generations of Phillips boys as "Latin Commons" and "English Commons" were built under the direction of Samuel Farrar, treasurer of the Academy.

Samuel H. Taylor, whose reign of thirty-three years is as yet the longest in the school history, was elected principal in 1838. He was a strong and vigorous personality, who made an enduring impression on all who came under his influence. In 1866 a new Academy Building was erected through the gifts of many friends; it was afterward twice reconstructed, and finally razed in 1928. Dr. Taylor died on January 29, 1871, in the vestibule of the Academy.

The modern period of the School's history began in 1873 with the arrival of Cecil F. P. Bancroft, a man of foresight and clear vision, patience and shrewd discrimination, who was principal until his death in 1901. He made a complete revision of the curriculum, greatly broadening the range of studies and enabling the school to meet the entrance requirements of any college or scientific school, and he gathered about himself a larger and more efficient body of teachers. The attendance increased: in 1873 there were 262 pupils; in 1895, 524; and after 1892 the number never dropped below 400. Dr. Bancroft also strove to secure additions to the equipment; dormitories, a good laboratory, and the Borden Gymnasium were built through his efforts.

On June 5 and 6, 1878, Phillips Academy celebrated its centennial anniversary with elaborate exercises. At this time a fund of one hundred thousand dollars was raised, partly for the endowment of the principal's chair and for one in Latin.

In 1901 the Trustees accepted a museum and large foundation for research in American Archaeology, the gift and legacy of Robert Singleton Peabody and his wife, Margaret Augusta Peabody.

Dr. Bancroft was succeeded in 1902 by Alfred E. Stearns, whose title was changed to Headmaster in 1928. The purchase in 1908 of the lands and buildings of Andover Theological Seminary greatly increased the resources of the Academy and made possible new development. During the World War the ambulance unit of Phillips Academy, which sailed overseas in April 1917, was the first to be organized by any American school. Of the alumni two thousand three hundred were enrolled in the military or naval service of the United States or its allies. The Memorial Tower, with a carillon of bells, commemorates the loyalty of the eighty-seven who gave their lives for their country. In 1920 more than one and a half million dollars was contributed by alumni and friends of the school, and from one-third of this fund Samuel Phillips Hall was built and the centre of the School permanently fixed in its present site. In the later years before that event, and in years succeeding, many other important buildings were given to the Academy, and the devotion of its alumni and friends has enlarged its endowment.

On May 18 and 19, 1928, Phillips Academy observed its sesquicentennial anniversary, at which the principal address was made by Calvin Coolidge, President of the United States.

The Sesquicentennial ushered in a period of physical expansion unexampled in the history of the school. Within four years Samuel F. B. Morse Hall, Paul Revere Hall, the Oliver Wendell Holmes Library, the Moncrieff Cochran Sanctuary, the Commons, the Andover Inn, the Addison Gallery of American Art, and the Cochran Chapel were all added to the school's equipment.

With the addition of these buildings Andover not only became one of the most beautiful schools in America but also gained unequalled facilities for stimulating the intellectual and cultural interests of the students. By the Enabling Act of 1929 the Trustees were empowered to hold property, real and personal, without limitation as to amount.

In 1933 Dr. Alfred E. Stearns, for thirty years Headmaster, who more than any other had built up the school's position and reputation, was forced through ill-health to resign. Professor Charles H. Forbes, who for over forty years had been one of Andover's most beloved teachers, assumed the duties of Acting Headmaster. With the death of Dr. Forbes on March 12, 1933, the Trustees appointed Dr. Claude M. Fuess Acting Headmaster, and on May 29 of the same year elected him Headmaster of the school.

During that year the curriculum was revised to its present form, emphasizing history, science, and the fine arts, and making the study of the classical languages optional. This revision was made with the aim not only of meeting changed educational conditions, but more especially of providing a broader cultural background for the pre-college student.

Two valuable additions to the physical equipment of the Academy, Rockwell House and the new wing of the Isham Infirmary, were ready for occupancy in 1935. The remodelling of the interior of Bulfinch Hall, completed in January 1937, provided headquarters for the Department of English. A Teachers' Pension Plan has recently been established through a fund raised by alumni and friends; and gifts from various sources have made possible the addition of many teachers to the staff, with a consequent decrease in the size of classroom sections.

AIMS OF PHILLIPS ACADEMY

The purpose of Phillips Academy, according to its Constitution, signed in 1778, is to teach "the great end and real business of living." Adapted to conditions of modern life, the aim of the modern Academy is essentially that of the older one: so to intensify and broaden the capacities of its students that they may go out into a larger world with trained minds and bodies, adequate cultural resources, high personal ideals, and a sense of responsibility to society.

By long tradition Andover believes in a type of education which makes boys resourceful, self-reliant, and independent. While offering in ample degree a necessary intellectual and moral discipline, it is motivated in its aims by a faith that friendly encouragement and sympathy are the best incentives to solid accomplishment. Recognizing that boys differ markedly one from another, the School makes every effort to adapt its methods to the individual student according to his special needs and aptitudes. Andover is not a place for the indolent or for those who still need guidance at each step of daily living; but normal boys of sound mind and character are fully able to meet and profit by the demands of its life.

Phillips Academy is dedicated to sound scholarship. It endeavors first of all to stimulate in its students a worth while curiosity about things of the mind,—to induce in boys a desire to educate themselves. It expects its students to acquire useful knowledge. It fosters the development of discriminating judgment and independence of thought. And through varied work in literature, music, and the arts, creative as well as appreciative, Andover tries to cultivate the imaginations and emotions of its boys.

Andover boys mingle socially with other boys from all sections of the country, some rich and some working for their education,

but all valued for themselves rather than for their positions or their antecedents. In their dormitory lives they are gradually given freedom commensurate with their age and experience. The relationship between boys and masters is one of mutual confidence and friendly coöperation. Through their intimate contacts with a cross section of American youth and association with the Faculty in their homes, Andover students may acquire social poise and confidence. Through participation in the school's extra-curricular activities, they may develop initiative and the power of leadership.

From its inception Andover has had as a primary aim the development of character. Today, as yesterday, it continues to promote the ideals of personal integrity and unselfish service which give point and direction to its whole educational policy. Its religious life, in harmony with modern thought, is a vital force in the Academy.

Phillips Academy is a liberal modern school with an ancient tradition. Its roots are in the past, from which it draws nourishment. But its spirit is that of the present, and it is always looking toward the future. Without embracing untested theories of education, it is on the alert to discover and utilize better methods for training American boys for service and leadership in modern American life.

THE COURSE OF STUDY

The curriculum of Phillips Academy provides instruction in several fields for every boy. It aims to consider the tastes, ambitions, and abilities of the individual boy without omitting in other fields those contacts which will be essential for sympathetic and intelligent reactions to the life about him. It is planned for boys who will enter college and scientific school, and instruction is given in all subjects required for entrance to higher institutions.

Class-room groups are small enough to permit individual attention. Students are placed in sections fitted to their attainment and ability.

The program of studies is given in detail on pages 37-41, but it may be noted here that boys who take the full four-year course study English during each of the four years, history during each year, mathematics for three years, science for two years, and foreign languages during at least three years (until three units of work are completed in one language and two in another). They also complete additional work in one or more of these fields. Furthermore, in the Lower Middle year they study the development of religious ideas; in the Upper Middle year they take a course in the appreciation of art and of music; and in the Senior year they may choose certain of their courses from a long list of elective subjects. Opportunity for practical work in art and in music is also provided.

CLASS OFFICERS

Every boy is assigned to a Class Officer, who advises in the selection of a course of study designed both to fulfill college entrance requirements and to meet the student's special interests. The Class Officer also assists in arranging schedules, and recommends such subsequent changes in schedule as are necessary or desirable.

PLAN OF RESIDENCE

Andover students live together in the academy dormitories or in faculty houses. Each dormitory or house is under the close supervision of the instructor who lives in it. Boys may room alone or with a roommate. The youngest boys live in Williams Hall, Junior House, and Tilton House, dormitories with their own dining hall, group of proctors, and special regulations. The more mature Juniors live in Rockwell House. In these buildings the boys receive the special care suited to their age. As boys make a successful transition from the home to school life and learn to use wisely the school's freedom, they move into the larger dormitories.

COUNSELORS

Each Andover student is under the direct charge of a Faculty Counselor, who is usually the master of the house in which the boy lives. This master knows intimately the background, the character, and the standing of each of his boys. With such knowledge of a student's individual needs, this Counselor acts as his friendly advisor in all that concerns his welfare and his happiness.

RELIGION

The religious program of the School includes classroom study and discussion of religion, chapel services, and voluntary student activities of a social and religious nature. At the daily assembly and at one service on Sunday attendance is required. The Sunday services are conducted by visiting clergymen of various denominations and of outstanding ability and reputation. The Society of Inquiry (the Christian Association) and Circle A are student organizations which develop their own religious programs each year along lines of community welfare work and of forum meetings, addressed by guest speakers.

The School Minister is in charge of all religious activities and is pastor of the School Church, a non-sectarian body with membership open to all.

Upon written request from their parents or guardians students may be excused from attendance at Sunday Chapel to attend other churches in Andover.

CULTURAL AIMS

Andover has always demanded and will continue to demand a high standard of accomplishment in the prescribed course of study. At the same time the school believes that a boy's interests should be widened as far as possible beyond the subjects of the curriculum. Through the Oliver Wendell Holmes Library, the Robert S. Peabody Foundation for Archaeology, the Addison Gallery of American Art, the Department of Music, and the Moncrieff Cochran Sanctuary the boys are given a chance to interest themselves in subjects which may in later life become delightful hobbies or even major pursuits and professions. The program of lectures and concerts offered by the school is designed not only to provide entertainment and instruction but also to illustrate the truth that people in the world outside the school, men and women of international reputation, have found in those subjects with which the boys may become acquainted here, an abiding joy and an absorbing life work.

LECTURES AND ENTERTAINMENTS

The following program of lectures and entertainments was given, without charge for admission, in the Meeting Room in George Washington Hall during the school year 1939-1940: Miss Cornelia Otis Skinner in a series of monologues: Mr. Morris Frank in a lecture on the work of "The Seeing Eye"; Mr. Paul Shinkman on "The Headline Game"; Mr. Sydney Montague on his experiences in the Northwest Mounted Police; Dr. Harlan Tarbell in a program of magic. Mr. George Fort Milton delivered the Alfred E. Stearns Foundation Lecture on the subject, "The New South."

In addition to these entertainments and the various concerts given during the year, several informal talks were given by faculty members and outside speakers of note for interested groups of students. The Academy Dramatic Club presented "The Bishop Misbehaves," by Frederick Jackson, and a group of students in the Latin Department presented Plautus' "The Haunted House" on the stage of the Meeting Room.

On Saturday evenings and special occasions motion pictures are shown in the Meeting Room, and the stage is frequently used for informal student entertainments and for speaking contests.

CONCERTS

Concerts were given by the following artists during the Academic Year, 1939-1940: The Trapp Family Choir; Orlando Barera, violin; Rosalyn Tureck, piano; Jussi Bjoerling, tenor; The New England String Quartet, with Jesus Maria Sanroma, piano; Felix Fox, piano; James Gray, piano; Frank and Margaret Macdonald, violin and piano; Arthur W. Howes, organ; Mischa Tulin, Theramin instrument; the Robert King Brass Ensemble; the Federal Music Project Orchestra and Chorus in a premiere performance of a Requiem Mass by Mario Balsamo. There were also recitals by pupils of the Music Department, performing on the clavichord, piano, organ, violin, and violoncello.

Following the Sunday morning services, the Director of Music regularly plays an informal, half-hour organ recital. During the Academic Year 1940-1941 he is playing the complete organ works of J. S. Bach.

On Sunday afternoons of the winter term vesper services, in which music plays an impartant part, are held in the Cochran Chapel. During the fall and spring terms there are occasional carillon recitals upon the thirty-seven bells in the Memorial Tower.

HEALTH SUPERVISION

Under the supervision of the School Physician a definite program is carefully followed in an effort to prevent disease or to control its spread, to maintain a satisfactory community hygiene, and to diagnose and treat illnesses and injuries which may occur. Every student is given a thorough medical examination at the beginning of each school year, and proper recommendations are made and a report sent to the parents.

The Isham Infirmary is a modern, well-equipped small hospital, efficiently managed and attentive to each individual's needs and comfort. Five graduate nurses are in residence during the entire school year, and this number is increased when necessary. Adequate laboratory and X-ray facilities are available.

The illnesses and injuries which arise in the student body are cared for by the School Physician. Associated with him is an assistant physician, who insures a continuity in policy and treatment in his absence. A staff of consultants, composed of prominent Boston physicians and surgeons, is available. These men also are members of this department's Advisory Board, and they meet and discuss with the School Physician problems and policies of health administration as they arise. At the present time the members of the Advisory Board are Drs. Arthur W. Allen, W. Lloyd Aycock, Franklin G. Balch, J. Dellinger Barney, Donald King, Edwin Place, George Tobey, and George Van Gorder. It is the policy of the department to seek expert advice without hesitation in order to assure the student of the best medical opinion. Cases requiring major surgical procedures are hospitalized in Boston unless the parent prefers otherwise. Parents are notified promptly of any illness and are kept well informed concerning its course. Dr. Adelbert Fernald, a Boston dentist who specializes in the straightening of teeth, visits the Infirmary one day each week. Any orthodontia which has been begun at home may be carried on here by this specialist, in cooperation with the student's own dentist.

There is no charge for Infirmary care no matter how prolonged the patient's stay, but parents are responsible for the fees of consultants and private nurses. The Academy rules require that each student upon entering school present either a scar of vaccination against smallpox or a physician's certificate stating the date of vaccination, and also evidence of having had a negative Schick Test or of having had the toxoid or toxin-antitoxin prophylaxis against diphtheria.

PHYSICAL TRAINING

All students are required to take some form of supervised exercise at least four times a week throughout the school year. Upon entering the School each boy is given a careful physical and medical examination. He is also given a physical efficiency test. If he passes this, he may elect the sport which he desires to follow. If he does not pass it, he is given special developing exercises suited to his particular needs. Special attention is given to those who lack normal development or have postural defects. The greater part of the exercise of the normal boy is taken in the form of sports, either with the School teams or with one of the four athletic groups into which the School is divided in order that students may compete with others of their own size, age, and ability. No student is allowed to compete on School teams without permission of the Director of Physical Education. The Academy assumes no responsibility for injuries sustained by students while participating in such exercise or sports, except that the School Physician's services shall be rendered and infirmary care provided without charge.

Students are advised to bring their athletic equipment with them when they come.

REQUIREMENTS FOR ENTRANCE

The requirements for admission to Phillips Academy consist of evidence of good character and a satisfactory school record. Because the Academy cannot receive all who apply for admission and who can meet its minimum requirements, it is accustomed to discriminate among the candidates on the basis of their records and promise. Each candidate for entrance should take examinations as specified below; but the school record already made determines to a large extent the decision on each application.

Candidates are strongly advised to enter as early in the course as possible. Only a small number can be received in the Senior Class and a slightly larger number in the Upper Middle Class. It is much easier, as well as more profitable, to enter a lower class at the appropriate age than to secure admission to a higher class later.

Students in the Academy arrange their work in accordance with the Course of Study as outlined on pages 37-41. This outline exhibits the work which is done each year by a student who is neither behind nor ahead of his class in any subject. It is not required that all the studies of a student shall be in the class in which he is rated; he is permitted to take individual subjects below or above that class if his preparation in the prerequisites of those subjects justifies such action. But usually a student is not permitted to take courses in one class to the exclusion of uncompleted courses in a lower class, except in subjects continuing through successive years.

The examinations ordinarily required for entrance to the different classes are specified below. Each candidate should take the examinations for which his previous work fits him, irrespective of the class groups in which the subjects are listed.

JUNIOR CLASS

Boys of good scholastic ability should be able to enter the Academy when they have completed the work of the eighth grade and have reached the age of thirteen or fourteen. Their attainments in their studies will be estimated from their school records and from entrance examinations in Arithmetic and in English, which all candidates for the Junior Class are required to take. The examination in Arithmetic covers common and decimal fractions, square root, denominate numbers, percentage, and interest. The examination in English includes a test in spelling and in composition and covers such essentials of formal English grammar as are treated in Kittredge and Farley's *Concise English Grammar* (Ginn).

Some acquaintance with a foreign language is helpful; although not essential, it is recommended. Boys who have a sufficient knowledge of Latin or French to enter an advanced section of Latin 1 or French 1 should write an entrance examination in Latin or French also; and those who are prepared to enter an advanced section of Mathematics 1 should write the entrance examination in Algebra set for that purpose. The Latin and French examinations will be based on the Latin Beta and French 1 requirements of the Secondary Education Board; and the Algebra paper will be upon the topics covered in Parts I of Chapters I-XI of Durell and Arnold's *First Book in Algebra* (Merrill)—enlarged edition.

In place of its own examinations the Academy accepts certain examinations of the Secondary Education Board. The Board's Mathematics III Arithmetic and English III are accepted for entrance to the Junior Class. Boys who score sufficiently well on the Board's Latin Beta paper will be placed in advanced sections of Junior Latin; those who qualify on its French I paper will be placed in an advanced section of Junior French.

LOWER MIDDLE CLASS

For entrance to the regular work of the Lower Middle year, examinations are required on the work of the Junior year in

Algebra, in English, and in foreign language. This work is outlined on pages 38 and 40 and is described in pages 42-63. Credit for the History and Science of the Junior year may be granted on the school record without examination.

In place of its own examinations the Academy accepts certain examinations of the Secondary Education Board. Its Mathematics IV, English IV, Latin Gamma, and French III examinations are accepted for entrance to Mathematics 2, English 2, Latin 2, and French 2 respectively.

UPPER MIDDLE CLASS

Candidates for the Upper Middle Class should write ordinarily the Academy's examinations for entrance to English 3 and *Mathematics 3A or 3B, and also examinations of the †College Entrance Examination Board in other subjects amounting to four or in some instances to three units. Most candidates should write examinations covering two units of one foreign language and one or two units of a second foreign language. For a two unit credit in a foreign language a College Board examination usually is taken. Credit for a single unit of French, German, Greek, Latin, or Spanish is obtained by one of the Academy's examinations.

SENIOR CLASS

Candidates for admission to the Senior Class must secure credits which cover the work of the Academy's three lower years

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*The examination for entrance to Mathematics 3A will cover the work of the Academy's Mathematics 2 course, outlined on page 55.

Mathematics 3B is for boys who have had less algebra but more geometry than is required for 3A. The examination for entrance to Mathematics 3B covers algebra through quadratic equations with one unknown quantity. A good working knowledge of fractions, radicals, and exponents is essential. The examination also covers the first four books of plane geometry and requires the skill to solve exercises of moderate difficulty.

†For boys who live remote from College Board examination centers, other methods of establishing credit will be arranged.

(see pages 38-40) or its equivalent. Usually an examination in English† set by the Academy, and examinations of the College Entrance Examination Board in other subjects of the current school year are required. For superior students who live remote from College Board examination centers, other methods of establishing credit will be arranged.

PROCEDURE IN APPLYING

In making application for admission to the Academy the form in the back of this catalogue should be filled out carefully and completely and forwarded to the Dean of the Academy. Testimonial letters must either accompany it or be sent later. A small photograph of the boy is required. Whenever possible, it is desirable that the applicant for admission have an interview with the Dean or the Assistant Dean. Appointments for such interviews should be made in advance.

Certificates of standing in schools formerly attended are required. In May the Academy sends to these institutions for complete official records of the candidates' work.

Each candidate should take in June such examinations as the requirements outlined on pages 32-35 demand. Boys should not count on qualifying by means of September examinations without definite assurance from the school authorities of the possibility of their admission in this way. Those who take college entrance examinations should forward official returns to the Academy as soon as they are received.

Rooms are assigned to incoming students in August, in the order in which their admission applications are filed.

Parents are referred to the section on Health Supervision (pages

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†This examination admits to English 4. Generally boys who have completed college entrance requirements in English should take the College Entrance Examination Board's English examination.

30-31) for the Academy's regulations regarding immunization against certain infectious diseases.

ENTRANCE EXAMINATIONS

The Phillips Academy entrance examinations will be held on Tuesday and Wednesday, June 17 and 18, 1941. The schedule of hours is announced in May. The examinations will be given as follows:

in Andover: Samuel Phillips Hall, Phillips Academy;
in New York: Room 309, School of Business Building, Columbia University;
in other cities by special arrangement.

For the Academy's examinations in Andover there is a fee of $2.00. For its examinations outside of Andover a fee of $5.00 is required; but if College Board examinations are taken also, the fee for the Academy's examinations is $2.00.

The examinations of the College Entrance Examination Board are held each June in a large number of cities in the United States and abroad. They come in 1941 during the week of June 14-20. Application to take these examinations should be made early in May to the Secretary of the College Entrance Examination Board, 431 West 117th St., New York City. The fee, which is $10.00 for the year 1941, should accompany this application.

On Tuesday, September 9, 1941, the Academy examinations will be held in Andover only, at 9.00 A.M., according to a schedule of rooms and hours announced at that time.

A pamphlet containing the Academy's 1940 examination papers will be supplied upon request. Recent College Board examinations may be secured from the College Entrance Examination Board for five or ten cents a copy. Some of the Board's examinations of earlier years are published in book form by Ginn and Company.

COURSE OF STUDY

1940-1941

*SYNOPSIS OF COURSES

As the curriculum is planned to effect a progressive development, it is desirable for the student to take the entire course in the Academy. Admissions to the two upper classes are therefore limited.

In choosing his course of study, the student should consider as early as possible what college or technical school he intends to enter. A proper choice of course and of elective subjects will prepare fully for any higher institution.

In the following synopsis, the courses designated by double letters—EE, FF, GG—provide for the study of two foreign languages instead of one in the Junior year. They are reserved for students whose previous achievement in foreign languages has been distinguished, and may be elected only by permission of the Academy.

Physical Training (4 hours a week) is required of all students.

The numbers immediately following a subject indicate successive courses. The courses are described on pages 42-63.

*See page 32, third paragraph.

COURSE D		COURSE E		COURSE F	COURSE G	
Latin and Greek		†*Latin and French*		*Latin and German*	†*French and German*	
JUNIOR						
Latin 1	5	Latin 1	5	Like E except that languages are Latin and German	French 1 *or* German 1	5
Mathematics 1	5	Mathematics 1	5		Mathematics 1	5
English 1	4	English 1	4		English 1	4
El. Science	3	El. Science	3		El. Science	3
History 1	3	History 1	3		History 1	3
	20		20			20
LOWER MIDDLE						
Latin 2	4	Latin 2	4		French 2 *or* German 2	4
Greek 1	4	French 1	4		German 1 *or* French 1	4
Mathematics 2	4	Mathematics 2	4		Mathematics 2	4
English 2	3	English 2	3		English 2	3
Oral English	1	Oral English	1		Oral English	1
Religion	2	Religion	2		Religion	2
History 2	2	History 2	2		History 2	2
	20		20			20

UPPER MIDDLE

Latin 3	5	Latin 3	5	French 3 *or* German 3	
		or *Science	4	*or* *Science	4
Greek 2	5	French 2	4	German 2 *or* French 2	4
Mathematics 3	4	Mathematics 3	4	Mathematics 3	4
English 3	3	English 3	3	English 3	3
History 3	3	History 3	3	History 3	3
		Art and Music	2	Art and Music	2
	—		—		—
	20		21 *or* 20		20
Art and Music (*Elective*)	2				

SENIOR

English 4	4	English 4	4	English 4	4
Two of		History 4	5	History 4	5
Greek 3	4	*Science (if not taken in U. M.)	4	*Science (if not taken in U. M.)	4
*Science	4				
History 4	5				
	—		—		—
‡Electives to total	19	‡Electives to total	19	‡Electives to total	19

*viz: Biology *or* Chemistry *or* Physics

†In special circumstances Spanish may be the second language in this course.

‡In general, the minimum foreign language requirement in each course is three years of one foreign language and two years of a second foreign language. See page 41 for list of Senior Electives.

COURSE H *German and Greek*		COURSE I *French and Greek*	COURSE †EE		COURSE FF	COURSE †GG
			For explanation of double-letter courses see page 37			
JUNIOR						
German 1	5	Like H except that languages are French and Greek	Latin 1	5	Like EE except that languages are Latin and German	Like EE except that languages are French and German
Mathematics 1	5		Mathematics 1	5		
English 1	4		English 1	4		
El. Science	3		French 1	4		
History 1	3		History 1	3		
	—			—		
	20			21		
LOWER MIDDLE						
German 2	4		Latin 2	4		
Greek 1	4		French 2	4		
Mathematics 2	4		Mathematics 2	4		
English 2	3		English 2	3		
Oral English	1		Oral English	1		
Religion	2		Religion	2		
History 2	2		El. Science	2		
	—			—		
	20			20		
UPPER MIDDLE						
German 3 *or* *Science	4		Latin 3	5		
Greek 2	5		*or* *Science	4		
Mathematics 3	4		French 3 *or* Greek 1	4		
English 3	3		Mathematics 3	4		
History 3	3		English 3	3		
Art and Music	2		History 3	3		
			Art and Music	2		
	—			—		
	21			21 *or* 20		

SENIOR

English 4	4	English 4	4
History 4	5	History 4	5
*Science (if not taken in U. M.)	4	*Science (if not taken in U. M.)	4
‡Electives to total	19	‡Electives to total	19

*viz: Biology *or* Chemistry *or* Physics

†In special circumstances Spanish may be the second language in this course.

‡In general, the minimum foreign language requirement in each course is three years of one foreign language and two years of a second foreign language.

SENIOR ELECTIVES

Contemporary Literature	3
Public Speaking	2
French 1	4
French 3	4
French 4	4
French 5	2
French X	2
German 1	4
German 1-2	5
German 3	4
German 4a	2
German 4b	2
German 5	2
Greek 1	4
Greek 1-2	5
Greek 2	5
Greek 3	4
Greek Testament	1
Greek Literature in English	2
Latin 1	5
Latin 4	5
Latin (Horace)	1
Latin (Catullus)	1
Latin Composition	2
Spanish 1	4
Spanish 3	4
History 4	5
History of Civilization	1
International Relations	1
Mathematics 4	4
Mathematics 6	1
Mathematics 7	4
Mechanical Drawing	2
Biology	4
Chemistry	4
Physics	4
Anatomy and Evolution	2
Anthropology	2
Astronomy	1
Introduction to Art and Music	2
Studio Art	2
Advanced Art	2 or 4
Harmony	2
Piano or Organ	2
Senior Music Appreciation	2
Music Major	4
Philosophy	2
Social Problems	2

DESCRIPTION OF COURSES

ENGLISH

The work of English 1 in composition is based on themes—simple narratives and descriptions—written outside of the class-room and during the recitation period. Attention is given to the correction of grammatical errors in speech and writing, with necessary consideration of formal grammar; to elementary matters of the structure and the punctuation of the sentence; to spelling; and to the acquisition of a vocabulary. The textbook used is Ward's *Sentence and Theme* (Scott, Foresman). The work in literature is based on *Adventures in Literature*, No. 9 (Harcourt, Brace) and on outside reading. Considerable emphasis is placed on enunciation and pronunciation.

In the teaching of composition in English 2, the general plan of the preceding year is continued, with a somewhat higher standard of requirement, the chief object being to secure plenty of practice. Themes are written outside of the class-room as well as during the recitation period. The study of some elementary matters of rhetoric is begun. The textbook used for the work in composition is Ward's *Sentence and Theme* (Scott, Foresman) Lewis and Hosic's *Practical Workbook in English* (American Book) or Edgar's *A Minimum Course in Rhetoric* (Century). The study of literature comprises the careful reading of some books and the rapid reading of others. As a required part of the second year English program, two hours a week are devoted to Oral English, details of which will be found under "Public Speaking" on page 44.

In English 3 the thorough study of formal rhetoric is begun. As many themes as possible are written outside of the class-room, and considerable writing is done in the class-room. The textbook used is Herrick and Damon's *New Composition and Rhetoric* (Scott, Foresman). The work in composition and reading is supplemented by précis writing. The course in literature includes the careful reading of six or seven books, selected in part from the College Board's suggested list for reading; the lives of the authors; and the rapid reading, optional or required, of as many other books as possible. The chief aim is to examine, both critically and appreciatively, the various types of literature.

In English 4 the principles of composition-rhetoric studied in preceding years are reviewed, with a higher standard of requirement in their application. Leonard and Fuess's *Good Writing* (Harcourt, Brace) is used in this year. Formal themes and writing in the class-room are required. A considerable amount of time is devoted to careful training in précis writing, the textbook being Leonard and Fuess's *Practical Précis Writing* (Harcourt, Brace). The course in literature, based on a chronological survey of the growth of English literature, includes the rapid reading of some books and the careful study of others; the lives and times of the chief authors; and as much supplementary reading as possible. The work of this year completes the preparation for the College Board's examination in English.

In order to adapt the course to their aptitudes and preparation, students in English 3 and 4 are grouped, as far as possible, in three divisions, low, intermediate, and high. Boys assigned to the highest groups, or honor sections, are thus enabled to cover the ground more rapidly and thoroughly, and to exercise more freely their individual abilities.

A course in Contemporary Literature, open to students who have passed their English examination for college entrance, covers, in a broad way, the field of contemporary English and American Literature, with special study of the work of Ibsen, Galsworthy, and O'Neill in the drama; Hardy, Galsworthy, and others in the novel; and such modern poets as Hardy, Masefield, Frost, and Robinson. Theses of some length are required of each student, and each member of the course devotes himself to some special field of literary research.

PUBLIC SPEAKING

In the Lower Middle year a two-hour required course, for which there is no preparation outside of class, provides training in reading aloud and in the delivery of simple talks.

In the Senior year a two-hour elective course provides training in expository and argumentative speaking and in reading aloud. In the speeches emphasis is placed on worth of material and on clearness of thinking, as well as on effectiveness of delivery. The text used is Sarett and Foster's *Basic Principles of Speech* (Houghton, Mifflin).

The Speak-o-Phone, a recording and reproducing instrument, is used in both courses. In addition, every boy in the school has his reading and speaking recorded.

FRENCH

The first year's work (French 1) comprises the principles of pronunciation and drill in the fundamentals of grammar, regular and irregular verbs, with abundant easy exercises for oral and written translation into French, and the reading of about one hundred pages of easy French prose. In 1940-1941 Fraser, Squair, and Carnahan's *Brief French Grammar* (Heath)—complete, and Ford and Hicks *An Alternate French Reader* (Holt), are being used as textbooks.

The work of the second year (French 2) completes the elementary work in French and prepares for the College Entrance Examination Board's French 2 examination. It includes a thorough review of elementary grammar and regular and irregular verbs, with continued work in composition and translation. In the current year *Second Cours de Français* by L. A. Roux (Macmillan) forms the basis for the work in grammar. Moody's *Anthologie de Contes Français* (Holt) provides material for translation.

The third year course (French 3) prepares for the College

Entrance Examination Board's French 3 examination. A review of elementary grammar is followed by more advanced composition and drill in the use of idiomatic expressions. Translation of more difficult texts continues throughout the year. Barton and Sirich's *New French Review Grammar and Composition* (Crofts)—complete, Olmsted and Barton's *French Composition and Conversation* (Holt), and Daniel's *Nouveaux Contes de la France* (Heath), are being used this year.

The fourth year (French 4) meets the requirements for the College Entrance Examination Board's French 4 examination. Increased emphasis is placed upon the use of idiomatic expressions, free composition, and translation of more difficult prose and poetry.

French 5, a two-hour elective course, is open to students who have passed the College Board examination in French 4, or who have special permission of the French department. The course presents an outline of the development of French literature, with emphasis on the Nineteenth Century. Instruction is given in the form of lectures, classroom discussions, and outside reading of selections from the masterpieces of the more important French authors.

French X is open to students who have passed the College Board examination in French 3, or who have special permission of the French department and desire to keep up their knowledge of the subject in a two-hour course. The objectives of the course are to improve the student's knowledge of France, its geography and the French people, and to give him an opportunity to make practical use of the language by speaking, hearing, reading, and writing in French about French civilization.

GERMAN

The German department offers a full four-year course designed to give the student a thorough reading knowledge of the language together with its grammatical and syntactical foundations, to enable him to speak it idiomatically and with reasonable fluency, and to impart to him a knowledge of Germany and all things German. Throughout the course the fact is recognized and emphasized that only the constant use of the language by pupil and teacher, frequently independent of textbooks and exercises, constitutes the indispensable groundwork for a real knowledge of any modern idiom.

This practice is started in the beginning course (German 1), in which the grammatical idiosyncrasies of the language are taught with the help of texts like Vos' *Essentials of Grammar* (Holt). In this course there are continuous drills in reading and pronunciation, and the simplest forms of conversation are practiced.

The second year (German 2) comprises a review of grammar, translation, and composition, and oral work designed to give the student additional facility in the handling of the spoken language. Texts are chosen chiefly from modern authors, but occasionally include a few favorite writers of the 19th century. Together, these two courses enable the student to present himself for the College Board's German 2 examination.

The third-year course (German 3) is conducted in German as much as possible. The work of the first two years is continued and extended; topics of composition are assigned, or chosen by the student, and an outline of German history is presented through dictation and outside work. The reading matter of the year includes one classical drama, excerpts from the poets, and the most modern prose texts available. The College Board's German 3 examination may be taken after this year.

The course is terminated in the fourth year (German 4, a and b), which is given in two related but independent courses. One of these covers the study, interpretation, and history of classical and modern literature; the other is devoted exclusively to conversation and final instruction in the idiomatic use of the language. These courses may be taken either jointly in preparation for the College Board's German 4 examination, or separately.

In addition to these formal courses, an advanced course (German 5) is offered for those pupils who have passed four years of German, or wish to take it simultaneously with the senior course.

GREEK

The first year (Greek 1) is devoted mainly to forms and the most essential principles of syntax. Benner and Smyth's *Beginner's Greek Book* (American Book) is used. To aid the memorizing of inflections and vocabularies there are daily exercises, both oral and written, enforced by incessant drill. During the second and third terms, work in the grammar is supplemented by lessons either from a very simple Greek Reader, or from the initial chapters of Xenophon's *Anabasis*.

The second year (Greek 2) is occupied with Xenophon's *Anabasis*, Books I-IV, or an equivalent, with sight reading, translation from English into Greek, and grammar reviews. A general survey of Xenophon's more important works is made.

The third year (Greek 3) is spent mainly in reading selected books of the *Iliad* and the *Odyssey*, about 5000 verses being read during the year. After the dialect is mastered, more attention is given to the literary side of the poems and to the translation of Homer at sight.

A special course, Greek 1-2 is open to Upper Middlers and Seniors of high linguistic aptitude. In this course the elements of grammar are covered in the first term, simple Attic prose is read during the second, and easy portions of Homer during the third. Students wishing to take this course must have the permission of the instructor.

There is an elective course in the Greek Testament (Greek 4)

—one hour a week—open to both Upper Middlers and Seniors.

A two-hour course in Greek Literature, open to Seniors only, is planned to give instruction in the history of the development of the chief literary forms—the epic, lyric, drama, and prose—through lectures, with outside reading in standard English translations. There will be constant reference to English, French, and other modern literary forms derived from the Greek. No knowledge of Greek is required for the course.

LATIN

In Latin 1 the time is occupied with the mastery of such vocabulary, inflexions, and syntax as are covered in Pearson's *Essentials of Latin* (New York Edition—American Book Company). There is constant practice in the reading and writing of simple prose, and in observing the relation of Latin to English words. The course aims at a thoroughly dependable foundation for subsequent reading and study. As a prerequisite, candidates must have a competent knowledge of the fundamentals of English grammar.

In Latin 2, Books I-IV of the *Gallic War* of Caesar, or equivalent amounts from a "Second Year Book," are studied. The study of vocabulary includes the mastery of the word list recommended by the College Entrance Examination Board for Second Year. Ample time is allotted to prose composition. There is continual practice in sight translation and reading aloud.

In Latin 3, the course aims chiefly at training in reading Latin prose writings with increasing ease and surety. The work in Latin prose composition is devoted to connected narrative. The first and third orations against Catiline, the poet Archias, Verres (the Plunder of Syracuse), and other speeches, such as the Marcellus or the Manilian Law, may be read, or the equivalent amounts of other authors may be substituted. Vocabulary study includes the entire list recommended by the College Entrance Examination Board.

Students who have done good work in Latin and who intend to take only three years of the subject will be allowed to choose either Cicero or Vergil for their third year Latin. A special section will be made for such boys, and the course adjusted to enable them to satisfy the requirements of the College Board Three-Year Latin examination.

In Latin 4, effort is made to cultivate a sympathetic appreciation of the essentials of good poetry. There is systematic training in sight translation and in metre, with the object of enabling the student to read Latin poetry with some ease and with appreciation of its rhythmical quality. Selections from the *Aeneid* and from the *Metamorphoses* of Ovid and excerpts from other poets form the basis of the work. The total amount of reading may be estimated as equivalent to six or seven books of the *Aeneid*. Vocabulary study includes the entire list recommended by the College Entrance Examination Board. The course is treated as a starting point for excursions into the thought and life of the ancient world. A knowledge of this background is developed by lectures, incidental comment, and classroom discussion, supplemented by assigned reading. Topics in the private life and customs of the Romans are studied and illustrated. The Academy possesses more than a thousand photographs for this purpose.

Latin 5, Composition. No regular course is given, but special arrangements can be made for any student desiring work in advanced composition.

In Latin 6a, Horace, and Latin 6b, Catullus, selections from the Odes of Horace and the Poems of Catullus are read and discussed. In each case the thought and life of the poet's time are considered, and the relationship of his poetry both to the Greek lyric and to English lyric poetry is indicated. The courses may be taken separately.

SPANISH

Courses covering three years' work in Spanish are given. They meet the requirements for the College Board examinations and include some study of the geography, history, institutions, and customs of the Spanish World.

Spanish 1 comprises practice in reading, writing, speaking, and understanding the language, with special emphasis upon the fundamentals of grammar, the regular and irregular verbs, the radical changing and orthographic changing verbs, nouns, adjectives, pronouns, the uses of the tenses, the commonest idioms, and an introductory treatment of the subjunctive mood. Grammars such as Hamilton and Van Horne's *Elementary Spanish Grammar* (Century) and Pittaro and Green's *Modern Spanish Grammar* (Heath) serve as a basis for this course, and such texts as Grismer and Ajona's *Pageant of Spain* (Crofts) and a modified form of Galdos' *Dona Perfecta* (Heath) supply the reading material. Special care is taken to guide the student over the difficult transition from elementary reading to formal Spanish narrative.

Spanish 2 continues the work of the first year and prepares the student for the Two-Year Spanish examination as set by the College Board. The grammar is reviewed through the medium of such books as Pittaro and Green's *Progressive Spanish* (Heath) and Crawford's *Temas Espanoles* (Holt), and there is further treatment of the subjunctive mood. Texts such as Adams' *Popular Spanish Readings* (Crofts) and Valdes' *Jose* (Heath) supply the material necessary for intensive and comprehensive reading.

Spanish 3 consolidates and enlarges upon the work of Spanish 2 with a view to the student's development of speed, range of ability, and better control of vocabulary. Some time is spent in the oral reproduction of texts read and in the writing of free composition. This course prepares for the Three-Year Spanish examination as set by the College Board. Tarr and Centeno's *Graded Spanish*

Review Grammar with Composition (Crofts) is studied, and such texts as Hill and Buceta's *Antologia de Cuentos Espanoles* (Heath) and Alarcon's *El Sombrero de Tres Picos* (Holt) are read.

HISTORY

The courses in History have two purposes. They are arranged in definite order to provide information in company with other subjects of study. Classical History is presented in the Junior year as work is begun in Greek and Latin. European History comes in the Lower Middle year as the students take up French and German. English History for Upper Middlers is planned to fit with their studies in English Literature. American History for Seniors is designed to lay historical foundations for work subsequently at college in History, Government, Economics, and other related subjects. For the second purpose, the courses in History are organized consecutively to provide increasing experience in the accuracy and precision of thinking and to train the students in comprehension and logical expression of what they know.

In the first two years, this system of courses in History defers to the immaturity of the students and stresses the narrative and the pictorial. It develops toward emphasis upon the analytical and the abstract only in the last two years. The first two courses rely heavily upon text books for all students. The last two have texts available, but direct the more capable students to specific reading in historical works of maturity. All four courses make use of materials in the Addison Gallery of Art and the Library. The Senior course only is intended to prepare students for the factual requirements of the examination set by the College Entrance Examination Board.

HISTORY 1—Greece and Rome. This course is designed to introduce students to History. It begins with stories of Egyptian life, the nations of Mesopotamia, Palestine, Crete, and the Persian

Empire as the background for a more extensive study of the Greeks. Then it moves into the history of the Romans, through the days of their Republic, the times of the Caesars, and the Empire to the decline with the invasions of the barbarians.

Particular attention is given to the classical narratives, to the substance and color of Mediterranean life, to great personalities and episodes in the period. Assigned readings in the text and selected books in the Library are supplemented by the study of exhibits and moving pictures lent by the Metropolitan Museum of New York, original objects from the collections of the Boston Museum of Fine Arts, and paintings, pictures, and slides from the Addison Gallery of the Academy. Class-room work is devoted to explanation and practice in writing effectively about what has been studied.

HISTORY 2—France. In this course, the students go on from the Fall of Rome into the History of Western Europe. The central theme is the growth of France from the time of Charlemagne, through the reign of Louis XIV, the French Revolution, into the period of Napoleon. But contemporaneous developments in the Lowlands, the Holy Roman Empire, the Italian City States, Spain, and the Austrian Empire are specifically related to the history of France; and emphasis is kept upon the Church, feudalism in France, the growth of commerce and industry, the Renaissance, and the appearance of modern nations. Throughout the year, the Art Gallery contributes successive displays of architecture, paintings, tapestries, and sculpture in the class-room to accompany the discussion of the topics under study.

HISTORY 3—England. The work of this year takes the students into a more mature examination of historical materials. The sequence of events is followed, but there is deeper penetration into social, political, and economic forces. The basis of study is a workbook specially prepared to train students to use the Library and to depend no longer upon a single text. This material is divided topically, with a summary to introduce each major subject, and the topics thereunder have specific references to various texts and to books of more mature opinion. The students are taught to take their own notes from these references. Subsequent discussion in the class-room is based on these notes, and the students are then encouraged to draw conclusions.

The detailed study of Great Britain starts with her emergence from medieval times into the modern era, beginning with the Tudors. Certain incidents are studied to bring out general changes in Western Europe. More emphasis is then laid upon the development of Parliament and institutions representative of the English people. The course proceeds to elaborate upon social and economic changes, colonial expansion through the period of Cromwell and the Restoration, and rivalry with France for world supremacy, into the period of American rebellion. From the middle of the eighteenth century on, the course then deals with the development of industrial society and its influences upon political movements, the rise of modern imperialism, and aspects of England's policies in the world of today.

HISTORY 4—The United States. This final course builds upon the study in the previous year. It begins, therefore, with the causes of the American Revolution. It proceeds through the period of transition from Confederation to Federal Union, the westward advance of the American people, the rise of the nation out of sectional conflicts and the Civil War. It surveys then the development of industrial society and the attendant growth of the United States as a world power. It closes with events of the present time.

Public affairs, both domestic and foreign, are the central theme of this course. Particular stress is given to geographical, economic, social, governmental, and institutional problems, in order that the students may know the origins of the conditions in which they live. The careers of eminent men are studied in relation to these problems. Purely military events are minimized. Problems of literary, intellectual, religious, and philosophical import are indicated but left for study in college.

HISTORY OF CIVILIZATION

This one-hour elective course for a limited number of boys, tries to acquaint the participants with the background of our own culture and civilization by giving a concise but reasonably extensive synopsis of the aspect and aims of the Greek civilization and its development through the Roman, Medieval, Renaissance, and Modern adaptations of its principles. It is mainly a lecture course with one examination a term.

INTERNATIONAL RELATIONS

This one-hour elective course, primarily for Seniors, is made up of lectures and discussions on contemporary international affairs, with particular reference to the part played by the United States as a world power. Emphasis is laid upon the constant reading of newspapers and periodicals.

MATHEMATICS

MATHEMATICS 1A. The prerequisite of this course is an elementary knowledge of algebra through the solution of simultaneous linear equations of two unknowns. The study of the subject begins with a review in the fundamentals and continues progressively throughout the Junior year in a program which completes Durell and Arnold's *First Book in Algebra* (Merrill)—enlarged edition. Sanborn's *First Year Exercises in Algebra* (American Book) is used to supplement the regular text work.

MATHEMATICS 1B. This is the beginning course in algebra and is designed to provide an effective introduction for those students who are not prepared for Mathematics 1A. The course is similar basically to Mathematics 1A in that successful completion of either course meets the requirements for admission to Mathematics 2.

After a careful survey, the abler students of Mathematics 1A are placed in divisions which progress more rapidly and which, by the end of the Lower Middle year, complete both Mathematics 2 and Mathematics 3. These students are thus prepared to take Mathematics 4 in their Upper Middle year and either Mathematics 7 or some other elective in their Senior year.

MATHEMATICS 2. This course presumes thorough grounding in at least one year of algebra, that is, a program of study similar to the specifications for Mathematics 1A or Mathematics 1B.

The course comprises both elementary algebra and the first two books of demonstrative geometry. The field of elementary algebra follows a general plan as presented in Milne and Downey's *New Second Course in Algebra* (American Book). Added support is given to the study of algebra by extensive work in Tower and Sides' *Reviews and Examinations in Algebra* (Heath). Demonstrative geometry is begun later in the year and continues through Books I and II with special attention to the development of originals and numerical exercises. The geometry text is Schultze-Sevenoak-Schuyler's *Plane Geometry* (Macmillan)—revised edition.

MATHEMATICS 3A. This is the regular course of Mathematics 3 in which elementary algebra and plane geometry are completed.

The course begins with a thorough review of Books I and II in plane geometry and covers such a program as presented in Schultze-Sevenoak-Schuyler's *Plane Geometry* (Macmillan)—revised edition. A comprehensive study of originals, numerical exercises, constructions, and loci is provided in the use of Tower and Sanborn's *Exercises in Plane Geometry* (Andover Press). An intensive review of the entire field of elementary algebra is made in the survey as furnished by Tower and Sides' *Reviews and Examinations in Algebra* (Heath).

Completion of this course meets the requirements of the Beta Examination of the College Entrance Examination Board.

MATHEMATICS 3B. This course is designed to meet the needs of incoming boys who have had one year of algebra through quadratic equations with one unknown quantity, and one year of plane geometry. The course presumes completion of an accredited course in at least four books of plane geometry with a qualified command of originals, numerical exercises, constructions, and loci.

The course begins with a thorough grounding in the fundamentals of algebra and extends through the entire field of elementary algebra. An extension and review of plane geometry is provided which coupled with the work in algebra prepares the student for the requirements of the Beta Examination of the College Entrance Examination Board. Texts in use are the same as for Mathematics 3A.

ALGEBRA 2. This course is for students who have completed college entrance requirements in plane geometry and who have done a satisfactory year's work in algebra.

PLANE GEOMETRY. This course is for students who have completed college entrance requirements in elementary and intermediate algebra.

MATHEMATICS 4. The prerequisite of this course is the satisfactory completion of Mathematics 3A or Mathematics 3B, or their equivalents.

The course includes the study of plane trigonometry, solid geometry, and advanced algebra. It is the regular course of the Senior year in mathematics and completes the preparation for the Gamma Examination of the College Entrance Examination Board. Texts in use are Granville-Smith-Mikesh's *Plane Trigonometry and Tables* (Ginn); Wells-Hart's *Progressive Solid Geometry* (Heath); Edgerton and Carpenter's *Advanced Algebra* (Allyn and Bacon); Sides' *Examples in Plane Trigonometry* (McGraw-Hill).

Mathematics 6. This is a one hour elective course and is open to students who are enrolled in Mathematics 4. The course is a brief introduction to analytic geometry and the calculus and is designed to supplement the requirements for the Gamma Examination of the College Entrance Examination Board.

Mathematics 7. This is a course in analytic geometry and the calculus and corresponds to the mathematics of the freshman year in university and college, thus preparing for the sophomore work in this field. It is open to those who have completed the usual preparatory school courses in mathematics, and to others of unusual aptitude who can take such a course concurrently with Mathematics 4. The course is covered in Longley and Wilson's *An Introduction to the Calculus* (Ginn).

MECHANICAL DRAWING

This course includes the use of drawing instruments, lettering, geometric constructions, sectioning, and working drawings. Especial stress is laid on a thorough mastering of the fundamentals. The course in many instances so prepares the student that he can take a more advanced course on entering college, and, in some cases, secure credit toward his degree for the course omitted. Students of exceptional ability are given an opportunity to do more advanced work or are given problems in keeping with the course to be pursued after entrance to college. The text in use is French's *Engineering Drawing* (McGraw-Hill).

ELEMENTARY SCIENCE

This course, meeting three times a week in the Junior year or twice a week during the Lower Middle year, aims to acquaint the student with scientific facts and methods, and, in general, to form an easy approach to the laboratory sciences which follow.

The instruction is given by means of a text-book, by lectures, and by lecture table demonstrations. Emphasis is placed upon reasoning rather than upon the mere collection of information.

BIOLOGY

The course in Biology covers the fundamental characteristics of living things; the nutrition, growth, and reproduction of plants and animals; the physiology and hygiene of the human body; the influence of bacteria, insects, trees, and birds on man's welfare; and the principles of heredity and evolution.

The class meets four times a week, twice for recitations and twice for two-hour laboratory periods. The work in the laboratory includes careful training in the use of the compound microscope and in the recording of observations made. The instruction meets the requirement of the College Entrance Examination Board and counts one point for admission to college.

CHEMISTRY

The course in Chemistry includes the study of the various forms and kinds of matter, the changes they undergo and the laws dealing with these changes. The preparation, properties, and uses of the important elements and compounds are studied. The structure of the atom and the nature of chemical change are treated from the point of view of modern chemical theory. Especial attention is given to the fundamental concepts of modern Chemistry and to reasoning from such concepts rather than mere memorization of the subject matter. Sound scientific method and the applications of theory are stressed in the laboratory, by classroom demonstrations, and by the study of appropriate industrial processes. The historical development of the subject, its important applications affecting the life of the individual, and the place and influence it has in modern civilization are given full consideration. The course meets fully the requirements of the College Entrance Examination Board and of the student who wishes to continue the study of the subject in college.

PHYSICS

In this course, which covers completely the requirements in Elementary Physics as outlined by the College Entrance Examination Board, the text-book is supplemented by lectures, and by work in the laboratory. The text is accompanied with numerical examples and by qualitative experiments designed to illustrate physical laws and their application to practical life.

About forty quantitative laboratory experiments are required of each pupil. A careful record of the steps and results of these exercises is kept in a note-book which is submitted to the instructor for approval.

ANATOMY AND EVOLUTION

This two-hour survey course, for Seniors and Upper Middlers, is intended to interest and instruct the student in the structure and physiology of the human body, and in the laws of inheritance, evolution, and eugenics. It is composed of lectures, demonstrations, and some outside reading.

ANTHROPOLOGY

A two-hour elective course offered by the Robert S. Peabody Foundation for Archaeology is intended to present a brief consideration of the pre-history of Man in the New World. It is composed of lectures and reading on ethnological and archaeological subjects. This course is intended as a general survey of the Americas before the coming of the whites.

ASTRONOMY

A one-hour elective, open to Seniors and Upper Middlers, is offered in Astronomy. It presents the basic facts of the science and discusses current astronomical theories.

THE VISUAL ARTS

Introduction to Art. Two terms of the course "Introduction to Art and Music" are devoted to the Visual Arts—Architecture, Painting, Sculpture, and the Decorative Arts. This course, counting as two hours a week, is ordinarily required for members of the Upper Middle Class. Seniors may take it as an elective. The historical periods of architecture are considered briefly, with special attention to the evolution of structure and design in a few monumental buildings. American architecture is studied in relation to both past and modern form. This architectural study provides the basis for the subsequent study of painting, where materials, their use, and the principles of design common to all the arts are discussed. Wherever possible, collections and exhibitions in the Addison Gallery are used for purposes of illustration.

Studio Art. A limited group of Upper Middlers and Seniors are permitted to take, in place of the Art and Music course, instruction in drawing, painting, or clay modeling. In its emphasis on observation and in its effort to supply the basis for a critical understanding of contemporary surroundings, the purpose of this course is parallel to that of the lecture course. Four hours' studio work counts for two hours' credit, with no outside preparation required. Previous experience is not required for this course, but it pre-supposes an interest in working with materials and in problems of construction. This course seeks, through the development of control in drawing and in the use of color, to aid the student in organizing his observation and imagination. The work is adjusted to the experience and ability of the individual student.

A continuation of the studio course, counting as two hours a week, is offered for Seniors.

Advanced Art. An advanced course in the Visual Arts is offered as an elective to students who have taken either the Introductory or a studio course. The full course, counting four hours a week, combines studio work and discussion. It is conducted by the project method, with the studio work in painting, architectural and industrial design, forming the basis for class discussion. Through special arrangement, this course is available for one unit of college entrance credit for students whose general record is of high grade and who have a special interest in the subject. The permission of the Class Officer and the Art Department is required. The course may also be taken as a half course, counting two hours a week, with concentration on the discussion section.

MUSIC

Introduction to Music. A two-hour introductory course in Art and Music is required for members of the Upper Middle Class, and Seniors may take it as an elective. The third term of this course is devoted to music. Its aim is to acquaint the student with the great masterpieces, help him to understand and enjoy them, and introduce him to the historical background and development of music.

Senior Music Appreciation. A two-hour Senior elective in Music Appreciation is offered for those members of the Senior Class who wish to be introduced to the subject, as well as for those who, having taken the Upper Middle course, desire more work in this field.

Harmony. A two-hour course in Harmony is offered as an elective for Seniors. Upper Middlers may be admitted to this course.

Piano and Organ. Weekly instruction, for students whose schedules permit, in piano and organ, also in string or wood-wind instruments, may be counted as a two-hour course.

Music Major. For students who wish to take Music as a major course in their Senior year the following combinations of two-hour courses are possible:

Music Appreciation and Harmony
Music Appreciation and Instrumental Music
Harmony and Instrumental Music

Students who sing in the choir, every member attending two rehearsals a week, are offered one of two forms of compensation: (a) one assembly cut a week; (b) permission to count the choir work as one schedule-hour. Trips for concerts are taken to neighboring schools.

Serious attention is given to the school orchestra, which rehearses weekly and studies carefully both classical and modern compositions. A well-trained student band plays at the major athletic events.

A separate charge of $2.50 for one-half hour is made for private lessons. The piano instruction is in charge of Mr. Felix Fox of Boston; the organ lessons are given by the Director of Music of the Academy and the assistant in the Department of Music; able instructors are provided for lessons on string instruments and wood-winds. Violin students who play in the School Orchestra are given lessons gratis by a first-class violin teacher. At present this work is in charge of Mr. F. L. MacDonald of Boston.

The Music Department is equipped with a separate building for practice pianos. The Chapel contains the Martha Cochran Memorial Organ, a 100-stop Casavant instrument of four manuals. The Choir Room, in which the courses in music appreciation are held, is equipped with a practice organ, a reproducing machine, and an Ampico player piano. The Meeting Room in George Washington Hall contains both an organ and a Steinway grand piano. The Academy also possesses the Carnegie Corporation Junior Library of gramophone records.

RELIGION

This course is a study of religion in the making. It traces the development of certain important religious concepts from the primitive tribal ideas through the high ethical monotheism of the early Hebrews to the religion of Jesus.

It is a two-hour course given to all members of the Lower Middle Class.

PHILOSOPHY

A two-hour Senior elective is offered in this subject, the object being a general introduction preparatory to philosophical studies at college.

The subject is presented through philosophical problems rather than by tracing the historical development. Text-books used are: Berkeley's *Dialogues between Hylas and Philonous* (Dutton) and Fullerton's *Introduction to Philosophy* (Macmillan).

SOCIAL PROBLEMS

This two-hour elective course for Seniors involves a study of the basic social problems confronting any organization of society, with attention given to certain important contemporary social movements.

GENERAL REGULATIONS

DAILY APPOINTMENTS

Morning assembly	7.45 A.M.
Recitation and study hours	8.07 A.M. to 1.00 P.M.
Athletics	2.30 P.M. to 3.45 P.M.
Recitation and study hours	4.22 P.M. to 6.15 P.M.
Evening study hours begin	8.00 P.M.
Sunday chapel service	11.00 A.M.

Wednesday and Saturday afternoons are half-holidays. On Wednesdays recitation and study hours end at one; on Saturdays at noon.

STUDY HOURS

Students are expected to occupy themselves with their studies or other school work during all study hours.

DISCIPLINE

The disciplinary policy of Phillips Academy is based on the assumption that each student will, at all times and in all places, conduct himself like a gentleman. It is the purpose of the Academy to cultivate in each boy, from the very beginning of his career in Andover, a sense of pride in his school and of responsibility to an orderly community. The few, but definite rules to which the undergraduates are expected to adhere, have been made in accordance with this principle.

Every absence of the student from recitation, morning assembly, and Sunday chapel, from his room during study hours, or from any other fixed appointment must be satisfactorily accounted for. The accumulation of eight unexcused absences involves severe discipline or dismissal. In all cases of illness, notice must be sent at once to the School Physician.

Special importance is attached to meeting all appointments immediately preceding and following vacation and recess periods. A failure to meet such appointments may result in severe disciplinary action.

A student who is guilty of dishonesty in an examination is liable to dismissal.

The use or possession of alcoholic beverages is punishable by dismissal.

The possession, the renting, or the driving of any motor vehicle within bounds is forbidden.

Students are not permitted to use firearms of any description or to have them in their possession.

Students whose scholastic standing is satisfactory are occasionally permitted an afternoon or a week-end out of town. A student who leaves the school bounds without excuse renders himself liable to dismissal.

Radios and wireless apparatus are not allowed in students' rooms. Sets are provided in the common rooms of each class.

GRADES AND REPORTS

Reports on the student's work are sent to the parents or guardian twice a term. Grades are based on the results of both daily work and examinations. They are recorded on a scale of 100, in which 60 is the passing mark and 80 or over is an honor grade.

CLASSIFICATION

For full membership in a given class students should be credited with the work of the lower classes or its equivalent. Boys are rated as members of a given class, however, if their deficiencies for full membership in it do not exceed one full course. For the purpose of this rule a full course is a course meeting 4 or 5 hours a week. Two-hour courses and three-hour courses (except English 3, which counts as a full course) are half-courses.

ROOM EQUIPMENT

The Academy furnishes each room with bed and mattress, bed linen, one blanket, chiffonier, desk, desk-chair, easy chair, and rug. In the double rooms these items are provided for each occupant. Desk lamps are provided in Williams Hall, Junior House, and Rockwell House. In the other dormitories and houses they must be furnished by the student, but any additional electrical appliances are not permitted.

CLOTHING

Each boy is expected to bring a dark blue suit to be worn at church services on Sundays. A coat and necktie are required at all recitations, at meals, and at daily assembly. All wearing apparel and personal effects should be plainly marked with the student's name.

EXPENSES

The normal charge for each student at Phillips Academy is $1100 a year, of which $500 is payable on October 1, $300 on January 1, and $300 on April 1. The net rate charged to scholarship students varies according to the need of the applicant. Each student, when his application is accepted, is required to make a deposit of $25, which is credited on his first regular school bill. The charge of $1100 covers instruction, board, room (including furniture, bed-linen, and one blanket), health supervision and medical care, physical training and athletic privileges, use of laboratory equipment and material, admission to all authorized athletic contests and authorized entertainments at George Washington Hall, including the Saturday evening motion pictures. It does not include tutoring, or special instruction in music or athletics, the services of consulting physicians or private nurses, x-rays, personal laundry, text-books, dues to school organizations, and unnecessary breakage and damage to school property. Each student is required to make a deposit of $25 to cover breakage and other incidental obligations that may be incurred during the school year. This deposit is payable on October 1 and is billed with the portion of the normal charge due on that date. The balance remaining after such charges have been deducted will be refunded at the end of the fiscal year, June 30. Bills for matters not included in the regular school charge may be sent out at any time during a school year. Any alteration in the terms of payment made necessary by the needs of parents must be arranged in advance with the Treasurer. Class-room privileges may be denied to students whose bills are not settled when due. No rebate will be made to a student who is for any reason dismissed or withdrawn.

FINANCIAL AID FOR STUDENTS

The school has at its disposal from various sources approximately $60,000 each year available as scholarships for able, industrious, and needy boys of ambition and irreproachable character. Awards are made in varying sums, depending on both need and scholastic attainment. Applications for scholarships are now so numerous that grants can be given only to boys who cannot attend Phillips Academy without such aid; and every candidate must submit clear evidence regarding his financial condition on a blank provided for the purpose. All cases requiring aid are passed upon by the Scholarship Committee after careful investigation. A limited number of students may earn a part of their expenses by waiting on table in the Commons or doing other forms of remunerative work. Approximately $90,000 was earned by students during the year 1939-1940 in prizes, scholarships, jobs, and concessions.

BUILDINGS AND EQUIPMENT

The older Academy buildings, most of them of brick with stone trimmings in the Georgian Colonial style, have been used in some degree as models for the newer structures; but the genius of the modern architects, Guy Lowell, Charles A. Platt, and Perry, Shaw, and Hepburn, has modified the original type and secured variety in unity. They are grouped about the three focal points of the campus, the Memorial Tower, Samuel Phillips Hall, and The Cochran Chapel. North and south across the main campus runs the Elm Arch, an avenue of trees planted early in the last century and now resembling the aisle of a cathedral. Bisecting this the broad Vista slopes from Samuel Phillips Hall gradually to the west and the New Hampshire hills beyond.

WILLIAMS HALL

Williams Hall and Junior House, acquired (1910) through the aid of Edward H. Williams, Jr., class of 1868, and Tilton House (acquired 1940) are situated within a short distance of the other school buildings, and are adapted to the particular needs of the youngest members of the school. They offer accommodations for fifty-eight boys. With their common recreation and dining rooms, they provide an intermediate stage between the natural restrictions of the home and the freer life of a large school. The boys are in more homelike surroundings and receive closer supervision than the rest of the school, but share with the other boys in the same classes and sports and in all the other privileges of school life.

ROCKWELL HOUSE

Rockwell House, acquired (1935) through the generous bequest of the late Mrs. Fannie R. Dennis, offers accommodations to forty-two Juniors. It is especially designed to meet the needs of the more mature members of this class. Its administration is carried on along the same lines as that of Williams Hall, with the exception that its residents eat in the Commons.

FACULTY HOUSES

Twenty-five houses, known as Faculty Houses, each in charge of a resident instructor or school official, provide accommodations for about 170 boys as follows:

Abbot House for twenty, America House for twelve, 73 Bartlet Street for seven, Benner House for five, Blanchard House for five, Cheever House for twelve, Churchill House for six, Clement House for twelve, Farrar House for seven, Frost House for four, Hardy House for six, Hayward House for four, Jackson House for ten, Merrill House for two, Park House for six, Pease House for eight, Salisbury House for fourteen, Samaritan House for four, Severance House for two, Sides House for five, Stowe House for five, Tower House for four, Jewett Tucker House for seven, Whittemore House for four, Woods House for three.

DORMITORIES

FOXCROFT HALL (1809), two entries for eleven boys each.

BARTLET HALL (1821), two entries for fourteen boys each.

DRAPER COTTAGE (1892), for ten boys. The gift of Warren F. Draper, class of 1843.

PEMBERTON COTTAGE (1893), for ten boys. The gift of Melville C. Day, class of 1858.

ANDOVER COTTAGE (1893), for eleven boys. The gift of friends in Andover.

EATON COTTAGE (1893), for ten boys. The gift of Melville C. Day, class of 1858.

BANCROFT HALL (1900), three entries for ten boys each. The gift of Melville C. Day, class of 1858.

BISHOP HALL (1911), two entries for twenty-three boys each.

DAY HALL (1911), two entries for twenty-five boys each. The gift of Melville C. Day, class of 1858.

ADAMS HALL (1912), two entries for eighteen boys each. The gift of Melville C. Day, class of 1858.

TAYLOR HALL (1913), two entries for twenty boys each. The gift of Melville C. Day, class of 1858.

OSGOOD JOHNSON HALL (1922), two entries for twenty boys each.

PAUL REVERE HALL (1929), two entries for twenty-six boys each. The gift of Thomas Cochran, class of 1890.

OTHER BUILDINGS

SAMUEL PHILLIPS HALL (1924) was given by the alumni and friends of the school. It contains class-rooms and examination halls and, with its Grecian portico and illuminated clock, is the central point and the dominating building of the campus.

PEARSON HALL (1818), remodelled in 1922, is named in honor of the first Principal. Pearson Hall, designed by Bulfinch, was originally Bartlet Chapel, the center of the religious and intellectual life of the famous Andover Theological Seminary. In 1922 the ugly, square bell tower which had been added to it was removed, and the building was transferred to its present site and restored to its original beauty. It is used for class-rooms.

SAMUEL F. B. MORSE HALL (1928) was given by alumni and named in honor of Samuel F. B. Morse, inventor of the telegraph, and a student in the Academy from 1802 to 1805. It contains thoroughly modern and well equipped laboratories and recitation rooms for chemistry, physics, and biology, and a room for mechanical drawing.

Graves Hall (1883, 1892, 1936) was named in honor of William Blair Graves, instructor in Natural Sciences, 1865-1870, 1881-1908. Used as the science building until superseded by Morse Hall, it was remodelled in 1936 and is now a gymnasium for the younger boys.

George Washington Hall (1926) was given by Thomas Cochran, class of 1890. It contains the administration offices and the large Meeting Room, in which the daily morning assembly is held and lectures, concerts, and dramatic performances take place. Its name commemorates the friendship of George Washington for Samuel Phillips, Jr., founder of the Academy.

The Cochran Chapel (1932) was given in memory of Thomas Cochran and Emilie Belden Cochran by their children. Without, it presents the sober Georgian beauty characteristic of the architecture on the Hill. Within, its warm oak paneling, its fluted oak columns, and its carved capitals add a rich warmth not usually found in New England churches of its type. It contains the Martha Cochran Memorial Organ, declared by Guenther Ramin, the most distinguished organist in Germany, to be the finest organ in America.

Bulfinch Hall (1818, 1936), built from the designs of Charles Bulfinch, was the third Academy school-house. It was provided by gifts, of which the largest was that of William Phillips, Lieutenant-Governor of Massachusetts, 1812-1823. This is the building described by Oliver Wendell Holmes in his poem, *The School Boy*. Successively a recitation building, a gymnasium, and a dining hall, it is now once again being used as a recitation building. The interior was completely renovated and remodelled in 1936, to afford fourteen class-rooms and a number of conference rooms for the exclusive use of the English Department.

Oliver Wendell Holmes Library (1929), named in honor of Oliver Wendell Holmes, class of 1825, was given by Williams Cochran, class of 1895, Moncrieff M. Cochran, class of 1900, and Louise Cochran Savage. The library contains about 50,000 volumes, of which the greater part are in the open stacks, among which the boys may browse at will. The Freeman Room is furnished with easy chairs, sofas, a fireplace, and the latest periodicals, as well as more than 1,100 volumes chosen with regard to a boy's tastes. In the Reference Room are about 3,000 volumes of reference works with bound periodicals nearby. The library is open on week days from 8 A.M. to 9:45 P.M., on Saturdays from 8 A.M. to 7:30 P.M., and on Sundays from 2:30 P.M. to 9:45 P.M.

Addison Gallery of American Art (1931) was given with endowment in memory of Mrs. Keturah Addison Cobb by Thomas Cochran, class of 1890. It is a fully equipped museum building with over 10,000 feet of exhibition space. The collections include a comprehensive group of American paintings in oil and water color representing the masters of the Colonial period, nineteenth century, and contemporary art; models of American ships built to a uniform scale; silver, glass, and furniture of the Colonial period; prints and drawings. Frequent loan exhibitions are held throughout the year. The Gallery is open on week days from 9 A.M. to 5 P.M. and on Sundays from noon to 1 P.M. (during the school year), and from 2:30 to 5 P.M.

Borden Gymnasium (1901) was built from gifts, of which the largest was that of Matthew C. D. Borden, class of 1860. To the gymnasium is attached a swimming pool seventy-five feet long and thirty feet wide.

Case Memorial Building (1923) was the gift of George B. Case, class of 1890, and Mrs. Case and their family in memory of George B. Case, Jr., class of 1923. Designed for indoor winter sports, it is known as the "Cage." Its dirt floor is large enough for winter baseball practice. Its 40-yard straightaway track and its circular track of 11½ laps to the mile permit frequent indoor track meets.

THE COMMONS (1930) was the gift of Nathaniel Stevens, class of 1876, Thomas Cochran, class of 1890, Russell A. Alger, class of 1893, and Dwight W. Morrow. Here members of each of the four classes eat together in an atmosphere reminiscent of the beautiful dining halls at Oxford. Each room is paneled in oak and adorned with portraits of distinguished graduates and benefactors of the school. There is also a faculty dining room notable for its murals by Barry Faulkner, and a most attractive common room, appropriately furnished and equipped for the recreational use of the Upper Middlers and Seniors. The kitchen and serving pantries are fully up-to-date in equipment.

ISHAM INFIRMARY (1912) was the gift of Miss Flora E. Isham. It contains general wards, private rooms, isolated contagious wards, operating room, laboratory, and x-ray room. The bequest of Mrs. Fannie R. Dennis made possible the addition to the original building of a new wing, completed in September 1935, providing sufficient accommodations for any emergency.

THE ANDOVER INN (1930) is a small hotel, given by Anthony A. Bliss, A. H. Caspary, Thomas Cochran, Charles H. March, Dwight W. Morrow, and Mr. and Mrs. Frank Waterman Stearns. It is owned by the Trustees and its management and operation are under the supervision of L. G. Treadway as Managing Director. With its beautiful location overlooking the Campus, Rabbit Pond, and the Sanctuary, and with its authentic colonial atmosphere, derived from old portraits, prints, and genuine antique furniture, it is one of the most delightful inns to be found in New England. It is thoroughly modern in equipment.

ARCHAEOLOGY BUILDING. The Museum was built in 1903. Although installation of new exhibits is now under way, the building is open on week-days, and will be entirely open in the late spring of 1941. The library affords an excellent opportunity for boys to pursue their own investigations of the many interesting phases of the life of the American Indians.

Peabody House (1915). Built from the income of the Robert Singleton Peabody Foundation, it provides a common room for Lower Middlers and an assembly hall for various school organizations.

Memorial Tower (1923) was given by Samuel Fuller, class of 1894, in honorable memory of eighty-seven former students of Phillips Academy who gave their lives in the World War. The tower contains a carillon of thirty-seven bells upon which frequent concerts are played. Its summit, illuminated at night, is a landmark for miles around.

GROUNDS

The Brothers Field (1900) was enlarged in 1924. Its fifty-five acres, close by the gymnasium, comprise the regular playing fields of the Academy. Its facilities provide six football fields, six baseball diamonds, six soccer fields, the running track, hockey rink, and many tennis courts. Brothers Field originated with a gift of land by George B. Knapp, class of 1854, in memory of his brother, Arthur Mason Knapp, a teacher in the Academy, 1863.

The Old Campus and other fields are also used for baseball, football, soccer, tennis, and polo.

The Moncrieff Cochran Sanctuary (1929), comprising about ninety acres, is the gift of Thomas Cochran, class of 1890, who planned and developed it to manifest the beauty and interest of wild nature. Within its enclosure are two ponds frequented by wild ducks which stop there in passage. Ducks, pheasants, and other birds breed there in great numbers. At the highest point of land is a log cabin where boys may be served with light meals and occasionally spend the night, and at spots of particular beauty stone seats have been erected; one to the memory of the late Professor Charles H. Forbes, Acting Headmaster, another to the memory of Augustus Porter Thompson, of the class of 1892, and his son, Augustus Porter Thompson, 3rd, of the class of 1928, and a third to the memory of Thomas Cochran, of the class of 1890. The Sanctuary was given in memory of Moncrieff Mitchell Cochran, of the class of 1900.

ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

DOUGLAS SWAIN BYERS, A.M., *Director*

FREDERICK JOHNSON, B.S., *Curator*

ALFRED VINCENT KIDDER, Ph.D., *Research Associate in Southwestern Archaeology*

EVELYN WILLETT, *Secretary and Librarian*

The Robert S. Peabody Foundation for Archaeology was established in 1901 by Robert Singleton Peabody, Class of 1857, and Mrs. Peabody, who gave to the Trustees Mr. Peabody's large collection of archaeological specimens and a fund for the erection and maintenance of a museum and for the salary of the staff. The Foundation has carried on extensive archaeological research in New England, the southeastern states, and the Southwest. A continuation of the work instituted in Maine is now being carried on.

After being temporarily closed for alterations, the rooms are now being opened with new exhibitions on display. The building will be completely opened by June 1941. A recently completed map of North America by Mr. Stuart Travis brings an attractive center of color to the wall of the stairway and also gives information as to the main culture areas of the continent. Two new models, the first of a projected series, have been installed and are now on display.

The Foundation offers a two-hour elective course dealing with the life of the Indians and the pre-history of North America.

A library open to all offers popular works as well as scientific publications to those who are interested in the varied phases of the life of the Indians of North America.

The publications of the Foundation include the following:

BULLETINS

1. The Exploration of Jacobs Cavern, 1904.
2. The Gorgets, 1906.
3. A Narrative of Exploration in New Mexico, Arizona, Indiana, etc., 1905.
4. The Exploration of Bushey Cavern near Cavetown, Md.; and Fort Ancient: the Great Prehistoric Earthwork of Warren County, Ohio, 1908.
5. Certain Peculiar Earthworks near Andover, Mass., 1912.
6. Hematite Implements of the United States, 1912.

THE ARCHAEOLOGY OF MAINE, by Warren K. Moorehead, 1922.

ARCHAEOLOGY OF THE ARKANSAS RIVER VALLEY, by Warren K. Moorehead, 1931.

EXPLORATIONS OF THE ETOWAH MOUNDS, GEORGIA, by Warren K. Moorehead, 1932.

PAPERS OF THE SOUTHWESTERN EXPEDITION, Yale University Press:

1. An Introduction to the Study of Southwestern Archaeology—with a Preliminary Account of the Excavations at Pecos, by A. V. Kidder, 1924.
2. Pueblo Pottery Making: a Study at the Village of San Ildefonso, by Carl E. Guthe, 1925.
3. The Pueblo of Jemez, by Elsie Clews Parsons, 1925.
4. The Indians of Pecos Pueblo: a Study of their Skeletal Remains, by Earnest A. Hooton, 1930.
5. The Pottery of Pecos. Volume I, The Dull-paint Wares, by A. V. Kidder and C. A. Amsden, 1931.
6. The Artifacts of Pecos, by A. V. Kidder, 1932.
7. The Pottery of Pecos. Volume II, Glazed Wares, by A. V. Kidder, and Anna O. Shepard, 1936.

PAPERS OF THE ROBERT S. PEABODY FOUNDATION

Vol. 1, No. 1, Excavations on Martha's Vineyard, by Douglas S. Byers and Frederick Johnson, 1940.

Vol. 11, The Boston Fishweir (In preparation).

ADDISON GALLERY OF AMERICAN ART

Bartlett H. Hayes, Jr., *Director*
Daniel Tower, *Museum Assistant*
Anne P. Peabody, *Registrar*
Julia C. Cogswell, *Secretary*

Art Committee

Stephen C. Clark
Fred T. Murphy
Charles H. Sawyer
John M. Woolsey
Robert G. McIntyre, *Secretary*

The Addison Gallery of American Art was established in 1930, in memory of Mrs. Keturah Addison Cobb, "to enrich permanently the lives of the students of Phillips Academy, by helping to cultivate and foster in them a love for the beautiful." The original gift included important objects of American art with endowment for the maintenance and operation of the building, and a fund for additional purchases.

It is the aim of the Addison Gallery to serve as a laboratory where students in Phillips Academy, and outside visitors, may develop their cultural interests and hobbies. To this end, frequent loan exhibitions are held throughout the year. Some are directly related to the courses in the school curriculum; others are of general interest. The introductory courses in Art and Drawing and Painting are held in the Gallery, which is also the headquarters of the Sketch Club, a voluntary student organization. Closer correlation with other courses is being sought through the collection and circulation of material for classroom exhibitions.

The museum building is fully equipped for exhibition and museum purposes.

In addition to its activities as a part of Phillips Academy, the Addison Gallery is always open to the general public and conducts an educational program in connection with schools and organizations in the neighboring communities.

The nucleus of the present collection of American paintings was presented to Phillips Academy in 1928 by several friends of the school. The collection, now including over one hundred and twenty-five examples in oil and water color, is recognized as among the outstanding specialized collections in the country. Smibert, West, Stuart, Allston, Morse, and Trumbull represent the Colonial period. Of especial importance among the many paintings of the nineteenth century are several examples by Homer, Ryder, Eakins, Whistler, Sargent, Thayer, and Twachtman. The early part of the present century is shown in the work of Hassam, Metcalf, Brush, Davies, Prendergast, Bellows, and Henri. Recent acquisitions of contemporary paintings, prints, and drawings complete an exceptionally well-balanced collection.

Models of American ships, built to uniform scale, are also installed in the Addison Gallery. This collection forms a comprehensive survey of American shipping in the sailing era, with a few examples from the present day. In addition to a permanent collection of American silver, selections of furniture, glass, and silver of the Colonial period from the Mabel Brady Garvan Institute at Yale University are on permanent exhibition.

PRIZES

The following prizes are open for competition in each academic year.

ENGLISH

DRAPER PRIZES

For declamation. Twenty dollars and fifteen dollars. Founded (1878) by Warren F. Draper, class of 1843, (sustained since 1867).

MEANS PRIZES

For declamation of original essays. Twenty dollars, ten dollars, and five dollars. Founded (1879) by William G. Means, of Andover, (sustained since 1868).

ROBINSON PRIZES

For debating between a team of the Philomathean Society and one chosen from the rest of the school, or between two teams chosen by the Philomathean Society. Forty dollars to the winning team. Founded (1910) by Henry S. Robinson, of Andover, (sustained since 1896).

PHILOMATHEAN TOURNAMENT PRIZE

For debating in a tournament conducted annually by the Philomathean Society. Fifteen dollars to the winning team. Sustained (since 1936) by the Headmaster and the Philomathean Society.

SCHWEPPE PRIZES

In English. Open to Senior and Upper Middle Classes. Thirty dollars and twenty dollars. Sustained (since 1912) by Charles H. Schweppe, class of 1898.

GOODHUE PRIZES

In English literature and composition, including the more practical topics of elementary rhetoric. Open to Senior and Upper Middle Classes. Ten dollars and five dollars. Founded (1936) by the family of Francis A. Goodhue, of Andover, in memory of his devotion to Phillips Academy, (sustained since 1916).

CHARLES C. CLOUGH PRIZE

For an essay by a Senior on an assigned literary subject. Twenty dollars. Founded (1923) by friends of Charles C. Clough, class of 1906, in memory of his interest in literary studies and his devotion to Phillips Academy.

STEPHEN S. LANGLEY PRIZE

For an essay by a Senior on Charles Dickens. Eight dollars, Founded (1927) by Stephen S. Langley, class of 1863.

CLASSICAL LANGUAGES

JOSEPH COOK PRIZES

In Greek. Examination in Homer, including translation at sight and questions on grammar and antiquities suggested by the passage set. Fifteen dollars, ten dollars, and five dollars. Founded (1879) by Joseph Cook, LL.D., class of 1857.

WILLIAM N. WEIR PRIZE

In New Testament Greek. Thirty-five dollars. Founded (1928) by Rev. William N. Weir, class of 1895.

DOVE PRIZES

In Latin. Open to Seniors. Twenty dollars, ten dollars, and five dollars. Founded (1915) by George W. W. Dove, class of 1853, (sustained since 1880).

REVEREND ALFRED JOHNSON PRIZE

In Greek composition. Ten dollars. Founded (1932) by Alfred

Johnson, class of 1890, in memory of the Reverend Alfred Johnson, a graduate of Dartmouth College, class of 1875, (sustained since 1924).

VALPEY PRIZES

In Latin composition. Ten dollars.
In Greek composition. Ten dollars.
Open to the Upper Middle Class. Founded (1896) by Rev. Thomas G. Valpey, class of 1854.

ALLEN ROGERS BENNER PRIZE

For excellence in first-year Greek. Twenty-five dollars. Sustained (since 1939) by the Alpha Gamma Chi Society in honor of Allen Rogers Benner, class of 1888, for forty-six years Professor of Greek in Phillips Academy.

DEPARTMENT OF LATIN PRIZES

For excellence in Latin translation, composition, and recitation.

1. Open to students in Latin 3.
    (a) Translation and composition. Fifteen dollars.
    (b) Recitation from memory of poetry or prose. Fifteen dollars.
2. Open to students in Latin 2 and 1.
    (a) Translation and composition. Ten dollars.
    (b) Recitation from memory of poetry or prose. Ten dollars.

These four prizes are sustained (since 1940) by a friend of the Latin Department.

GERMAN

ROBERT STEVENSON PRIZE

In German composition. Ten dollars. Open to the Senior and Upper Middle Classes. Founded (1904) by Robert Stevenson, Jr., class of 1896, in memory of his father.

JOHN AIKEN PRIZES

In German. Open to the Senior and Upper Middle Classes. Twenty dollars and ten dollars. Sustained (since 1913) by a member of the class of 1873 in memory of John Aiken, trustee of Phillips Academy, 1844-1863, and president of the Board, 1854-1857.

FRENCH

FREDERICK HOLKINS TAYLOR PRIZES

In French conversation or French composition. Fifteen dollars and ten dollars. Founded in part (1909) by a member of the class of 1868 in memory of Frederick Holkins Taylor of that class, son of Professor John L. Taylor, treasurer of Phillips Academy, 1852-1868.

HISTORY

LLOYD W. SMITH PRIZE

In American History before 1860. Fifty dollars. Sustained (since 1924) by Lloyd W. Smith, class of 1892.

CHARLES ELLIOTT PERKINS PRIZE

In American History since 1860. Fifty dollars. Sustained (since 1927) by Mrs. William Hooper in memory of her father, Charles Elliott Perkins, of Burlington, Iowa.

GEORGE LAUDER PRIZE

In English History. Forty dollars. Founded (1916) by George Lauder in memory of his son, George Lauder, Jr., class of 1897, (sustained since 1913).

MATHEMATICS

CONVERS PRIZES

Fifteen dollars and ten dollars. Founded (1898) by E. B. Convers, class of 1857.

EATON PRIZE

In Algebra. To that member of the Junior Class outstanding for proficiency in first-year Algebra. Twenty dollars. Sustained (since 1938) by Thaxter Eaton, class of 1904, in memory of his father, George T. Eaton, class of 1873, for fifty years Instructor in Mathematics.

THE JOHN REESE STEVENSON PRIZE

For elementary algebra and plane geometry. Awarded to a student in Mathematics 3 on the basis of an examination. One hundred dollars with an accompanying medal. Sustained (since 1940) by John A. Stevenson of Overbrook, Pennsylvania.

McCURDY PRIZES

In Trigonometry and Solid Geometry. For Seniors. Awarded on the basis of class-room work and an examination. Twenty dollars and fifteen dollars. Founded (1940) by the family of the late Matthew S. McCurdy in memory of his connection with Phillips Academy as Instructor in Mathematics from 1873 to 1921.

SCIENCES

WADSWORTH PRIZE

In Physics. To the student holding the highest rank in Physics for the year. Ten dollars. Sustained (since 1900) by William S. Wadsworth, M.D., class of 1887.

DALTON PRIZE

In Chemistry. To the student holding the highest rank in Chemistry for the year. Thirty-five dollars. Founded (1915) by Frederick Goodrich Crane, of Dalton, Massachusetts, class of 1884, trustee of Phillips Academy, 1912-1923.

OTHNIEL C. MARSH PRIZE

In Biology. To the student in the school who has been outstanding in interest and attainment in the Biological Sciences. Twenty-five dollars. Sustained (since 1936) by the Headmaster in memory of Othniel C. Marsh, class of 1851, one of the great paleontologists of his day.

MUSIC

CHARLES CUTTER PRIZE

For the playing of orchestral, especially stringed, instruments. Thirty-five dollars. Founded (1925) by Rev. C. F. Cutter, class of 1871, in memory of his father, Charles Cutter, class of 1840.

FRANK VAN DER STUCKEN PRIZE

For playing the organ or the piano. Twenty-five dollars. Sustained (since 1930) by Dirk H. van der Stucken in memory of his father.

PRIZE FOR PROFICIENCY IN PIANO-FORTE PLAYING

Ten dollars. Sustained (since 1934) by Dr. Carl F. Pfatteicher and Felix Fox.

CHOIR AND GLEE CLUB PRIZES

For outstanding service to the Choir and Glee Club through attendance, coöperation and proficiency. Four prizes of ten dollars each to Seniors. Sustained (since 1940) by an anonymous donor.

ORCHESTRA PRIZE

Ten dollars. For outstanding service by a Senior to the Orchestra through attendance, coöperation, and proficiency. Sustained (since 1940) by the Headmaster.

ART

THE MORSE PRIZE

To the student who best combines native creative ability with craftsmanship, as evidenced in a developed personal style. Twenty-five dollars. Sustained (since 1932) by Winslow Ames, class of 1925, in honor of Samuel Finley Breese Morse, class of 1805.

THE THOMPSON PRIZE

For improvement in drawing and painting. Given in memory of Augustus Porter Thompson, 3rd, class of 1928. Fifteen dollars.

PHILOSOPHY

For the highest mark in an examination held at the end of the school year. Ten dollars. Sustained (since 1921) by Dr. Carl F. Pfatteicher.

OTHER PRIZES

FACULTY PRIZE

For the Senior graduating with the highest average in scholarship. One hundred dollars. Founded (1923) by Sanford H. E. Freund, class of 1897, (sustained since 1912).

FULLER PRIZE

Awarded to that member of the Senior Class who, having been at Andover not less than two years, has best exemplified and upheld in his life and work at Andover the ideals and traditions of the school. A gold medal. Sustained (since 1912) by Samuel Lester Fuller, class of 1894.

IMPROVEMENT PRIZE

For the Senior who, having been at Andover not less than three years, has shown the greatest general improvement. Fifty dollars.

THE YALE CUP

Awarded to that member of the Senior Class who has attained the highest proficiency in scholarship and athletics.

FEDERATION OF HARVARD CLUBS PRIZE

For a member of the Upper Middle Class, preparing for college, to be recommended by the Headmaster and Faculty for high scholarship and character. A book. Awarded (since 1911) by the Harvard Club of Andover.

HEADMASTER'S PRIZE

Awarded to that member of the Senior Class who exhibits most fully the qualities of coöperation and leadership. Fifty dollars. Sustained since 1933.

ROGER C. SULLIVAN PRIZES

Four prizes, of $300 each, awarded in the fall to those members of the Senior, Upper Middle, Lower Middle, and Junior Classes who made the greatest improvement in scholarship during the previous school year. Founded (1921) by Boetius H. Sullivan, class of 1905, in memory of his father, Roger C. Sullivan.

JOHN P. HOPKINS PRIZE

To be divided among those students who have received no demerit, absence, or tardy marks in the year. Three hundred dollars. Founded (1921) by Boetius H. Sullivan, class of 1905, in memory of John P. Hopkins.

BUTLER-THWING PRIZE

For the member of the Junior Class with highest marks in entrance examinations. Fifteen dollars. Founded (1918) by Capt. Francis Butler-Thwing, class of 1909.

THE PHILLIPIAN PRIZE

For outstanding service rendered to the *Phillipian.* Thirty dollars. Founded (1931) by James Q. Newton, class of 1929, and Business Manager of the *Phillipian* during his senior year.

THE CECIL K. BANCROFT PRIZE

For a self-supporting student whose performance has been most praiseworthy, taking into account scholarship, amount of self-help, and observance of rules, regulations, and ethics governing these activities. Twenty-five dollars. Awarded (since 1934) by the Headmaster, on recommendation of the Bureau of Self-Help.

THE AURELIAN HONOR SOCIETY PRIZE

To be awarded each year to that member of the graduating class who, in the opinion of the faculty and his classmates, is outstanding in sterling character, high scholarship, and forceful leadership. A cup. Established 1935.

NOTE—The dates given above are those of the years in which the several prizes, as sustained or founded, were first awarded.

GENERAL SCHOLARSHIP FUNDS

Scholarships are provided by the Trustees from the income of the following funds:

Hon. William Phillips (1795; 1804)	$ 4,633.33
Students' Educational Fund, begun with a gift of one hundred dollars from the Senior Class of 1854. Since then increased by the accumulation of income and by other gifts, including one of $1000 from Edward Taylor, treasurer 1868-1889	7,762.64
Farrar (1865). Samuel Farrar, treasurer of Phillips Academy, 1808 to 1840. (A part of this fund is for other purposes.)	22,000.00
Clarke (1870). James G. Clarke, class of 1837, in memory of his mother, Jane Aiken Clarke	1,200.00
Peter Smith Byers (1878). John Byers, class of 1844, in memory of his brother, of the class of 1847. For boys from Andover	500.00
Class of 1878 (1878)	1,200.00
Jonathan Taylor (1878). Edward Taylor, treasurer of Phillips Academy, 1868-1889, in memory of his father. For boys from Andover	1,000.00
French (1879). Hiram W. French, of Andover	1,000.00
Caroline Parker Taylor (1880). Mrs. Alpheus Hardy, in memory of the wife of Dr. Samuel H. Taylor, principal of Phillips Academy, 1838-1871.	1,000.00
Gerard Sumner Wiggin (1882). Lady Elizabeth Sumner Buckley-Mathew Fleming, in memory of her son, of the class of 1875	1,000.00

Stone Educational Fund (1882). Mrs. Valeria G. Stone of Malden	26,400.00
Richards (1889). Mrs. Mary A. Richards, of Andover, in memory of her sons, Charles Thomas Richards, assistant in the treasurer's office, and Edward Stanley Richards, class of 1875	1,450.14
Warren F. Draper (1890). Warren F. Draper, class of 1843	1,000.00
Charles L. Flint (1890). Charles L. Flint, class of 1841. Preference to boys from Middleton, Mass.	5,000.00
Henry P. Haven (1890). Henry P. Haven, of New London, Conn.	1,000.00
Emma Lane Smyth (1890). Gov. Frederick Smyth of New Hampshire, class of 1839, in memory of his wife	1,000.00
James and Persis Taylor (1890). Mrs. Mary E. Fairbanks, sister of Dr. Samuel H. Taylor, in memory of her father and mother	1,000.00
Dowe (1892). Joseph Dowe, class of 1817	3,097.98
James Calvin Taylor (1895). Mrs. Mary E. Fairbanks, in memory of her brother, of the class of 1840	1,000.00
Mary W. Holbrook (1900). Mary W. Holbrook	500.00
Carter (1906). Mrs. Ruby A. Carter, of Andover, in memory of her husband and daughter	1,500.00
Herman Verhoeff Hartwell (1907; 1926). Mr. and Mrs. Frank W. Hartwell, in memory of their son, of the class of 1908	5,000.00

George Ripley (1908). George Ripley, of Andover....	2,500.00
T. A. Holt (1909). T. Augustus Holt, of Andover. For boys from Andover..............................	26,003.24
James Huntington (1910; 1931). The widow and daughter of James Huntington, class of 1848........	2,000.00
Allan Morse Penfield (1913). Allan Morse Penfield, class of 1904....................................	1,000.00
George B. Knapp (1914). Katharine Knapp, in memory of her brother, George B. Knapp, trustee of Phillips Academy, 1899-1919........................	5,000.00
Thomas A. Emerson (1917). Rev. Thomas A. Emerson, class of 1859, and Mrs. Emerson.................	2,000.00
Harriet L. Erving (1922). Miss Harriet L. Erving, of Andover, for thirty years assistant in the treasurer's office..	1,500.00
Frank Butler Walker (1923). Mrs. Mary C. B. Walker, in memory of her son, of the class of 1889....	1,425.00
Abraham B. Coffin (1924). Abraham B. Coffin, class of 1852..	2,000.00
Samuel M. Evans (1922). Samuel M. Evans, class of 1887. (A part of the fund is for other purposes.)......	2,000.00
Amasa J. Whiting (1927). Mrs. May C. W. Speare, in memory of her father, Amasa J. Whiting...........	2,515.65
James H. Haste (1930; 1933). James H. Haste, class of 1894...	170,923.69
Henry Waldo Greenough (1931). Henry W. Greenough, class of 1889................................	2,000.00

Moncrieff M. Cochran (1932). Moncrieff M. Cochran, class of 1900	2,500.00
Bancroft (1933). Cecil K. Bancroft, class of 1887, Registrar 1906-1932, in memory of his father, Dr. Cecil F. P. Bancroft, eighth principal of Phillips Academy	2,000.00
Osgood Johnson (1937). Helen O. Sprague, in memory of her grandfather and father. For New England-born students	500.00
David and Lucy Hayward Shaw Fund (1939). David and Lucy Hayward Shaw. Preference to boys from Andover	10,000.00

SPECIAL SCHOLARSHIP FUNDS

John Cornell (1894). John Cornell. For boys from Andover, recommended by the School Committee of Andover	5,000.00
Robert Henry Coleman (1919). Mrs. John Coleman, in memory of her son, Lieut. Robert Henry Coleman, class of 1912, who died in the military service of the United States, 1918	6,000.00

"The income is awarded annually at the end of his Junior year to a student of limited means, who, in the judgment of the Headmaster, has displayed the most promise of maintaining the highest standard of worth, measured by character, scholarship, and general influence in the school."

George Xavier McLanahan (1919). His mother and sister, in memory of George Xavier McLanahan,

class of 1892 .... 10,000.00
"The income is used annually for the assistance of a worthy student or students, of limited means."

Gordon Ferguson Allen (1920). "Friends of the school," in memory of Gordon Ferguson Allen 5,000.00
"The income is awarded annually to a deserving student of character and promise and of limited means."

Rev. William Henry and Ellen Cary Haskell (1920). Rev. William Henry Haskell, class of 1856, and his five sons, classes of 1883, 1888, 1890, and 1895 .... 3,000.00
"The income is used annually in aiding a needy and deserving student to meet the regular expenses of the school."

Charles C. Clough (1923). Classmates and friends at Princeton of Charles C. Clough, class of 1906 .... 5,000.00
"The income is awarded annually on recommendation of the Senior Class to that member of the Upper Middle Class who is of limited means, and who most embodies those qualities of manliness, loyalty, cheerfulness, high purpose, and clean living which were conspicuous in the character of him in whose memory this scholarship was established."

Frank Dale Warren (1925). Frank Dale Warren, Jr., class of 1915, in memory of his father, of the class of 1879 .... 1,000.00
"The income is awarded annually to that member of the Senior Class preparing to enter Amherst College who, on the basis of character and scholarship, is deemed most deserving of the award by the faculty."

Alfred Howlett Durston (1926). Marshall H. Durston, class of 1900, in memory of his brother, of the class of 1897 .... 5,000.00
"The income is awarded annually to a student of limited means who, in the judgment of the Headmaster, embodies the best ideals of student life, scholarship, character, and influence."

Smith Lewis Multer, Jr. (1926). Smith Lewis Multer, in memory of his son, of the class of 1923 .... 5,000.00
"The income is awarded annually at the close of his Upper Middle year to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholarship and qualities of leadership and wholesome influence in the general activities of the school."

Class of 1871. Andover-Harvard (1928, sustained since 1912). Henry S. Van Duzer, class of 1871. (A part of this fund is for a College Freshman scholarship) 12,500.00
"Three hundred dollars is awarded annually on the basis of high scholarship to a member of the incoming Senior Class who is preparing for Harvard, the award to be announced at the close of the student's Upper Middle year on the basis of his record up to that time."

Class of 1871. Harvard-Andover. "Three hundred dollars, available for a graduate of Phillips Academy during his freshman year in Harvard College, the award, based on high scholarship, to be announced at the close of the recipient's Senior year in the school."

William Thompson Reed Memorial (1930). His father and mother and members of his family, in

memory of William Thompson Reed, class of 1929. "The income is awarded annually to a student of character and promise at the beginning of his Senior year."	11,100.00
Schuyler Bussing Serviss Memorial (1936). Mrs. Charlotte B. Serviss, in memory of her son, a member of the class of 1898	5,000.00

The following scholarships are sustained by regular annual gifts, or by a single gift:

James Greenleaf Fuller (1914). Samuel Lester Fuller, class of 1894, in memory of his brother "Available during his Senior year for a student of limited means who, in the judgment of the Headmaster, embodies in scholarship, character, and influence the best ideals of school life."	200.00
George Webster Otis (1920). Joseph Edward Otis, class of 1888, and Mrs. Otis, in memory of their son, Lieut. George Webster Otis, class of 1914, who died in the military service of the United States, 1918 "Awarded to a student who, in the judgment of the Headmaster, combines the qualities of sound character and high ambition."	250.00
Society of Inquiry (1934) "Two awards of $200 each, to two deserving students, nominated by the Headmaster, who have attended Phillips Academy for at least one year."	400.00
Amherst College (1935) An annual award, granted on the basis of scholarship, character, and need, and on the nomination of	400.00

the Headmaster, to a graduate of Phillips Academy entering Amherst; to be held for four years, or as long as the recipient maintains an average of eighty per cent or better.

de Long (1938). Mrs. George Bowen de Long of New York City.................................. 1,000.00
Two scholarships, of $500 each, to be held during their Freshman year at Princeton University by graduates of Phillips Academy, who have been nominated by the Headmaster on grounds of "scholarship, character, and qualities of leadership, as well as the degree of their need of assistance."

Yale University (1938). Anonymous............. 1,000.00
"Awarded to a candidate selected by the Freshman Scholarship Committee at Yale, the choice to be made on the basis of a candidate's school record, his special scholarship qualifying examination, his character and personality, his capacity for leadership, his promise of future usefulness, and his financial need."

Ralph Tipton Davis Memorial (1939). The Class of 1904, Princeton University, in memory of Ralph Tipton Davis, of the Class of 1904, Princeton University, and of the Class of 1900, Phillips Academy. 600.00
Awarded to a student from Phillips Academy in his Freshman year at Princeton University, who is chosen by the Headmaster and Faculty of Phillips Academy because of his definite need for financial aid, scholarship, ideals, character, personality, and achievement in extra-curricular activities.

AWARD OF PRIZES AND SPECIAL SCHOLARSHIPS
1939-1940

DRAPER PRIZES

1. John Eustace Reynolds, Washington, D. C.
2. William Maxwell Reed, 2d, Dedham

MEANS PRIZES

1. Robert William Clifford, Beaford, England
2. James Gordon Upton, Great Neck, L. I., N. Y.
3. John Eustace Reynolds, Washington, D. C.

ROBINSON PRIZES

Stanley Matthews Cleveland, Harwichport
John Willard Knaur, Denison, Texas
William Frederick Spengler, Menasha, Wisc.

PHILOMATHEAN TOURNAMENT PRIZE

Peter Saxe Jennison, St. Albans, Vt.
Stanley Matthews Cleveland, Harwichport

ANDREW POTTER PRIZES

1. Peter Saxe Jennison, St. Albans, Vt.
2. Stanley Matthews Cleveland, Harwichport

SCHWEPPE PRIZES

1. Peter Saxe Jennison, St. Albans, Vt.
2. Montgomery John Corse, Jacksonville, Fla.

GOODHUE PRIZES

1. Charles Arthur Richardson, New York, N. Y.
2. Arleigh Dygert Richardson, 3d, Columbus, Ohio

STEPHEN S. LANGLEY PRIZE

Not awarded

MIRROR PRIZES

Donald McGill Marshman, Jr., Cleveland, Ohio
David Giles Carter, Nashua, N. H.

CHARLES C. CLOUGH MEMORIAL PRIZE

Robert Carnahan McGiffert, Easton, Pa.

JOSEPH COOK PRIZES

1. Robert William Clifford, Beaford, England
2. George Stephenson, New York, N. Y.
3. Prescott Sheldon Bush, Jr., Greenwich, Conn.

WILLIAM N. WEIR PRIZE

Harold Anton Reiche, Riverdale, N. Y.

REV. ALFRED JOHNSON PRIZE

George Stephenson, New York, N. Y.

ALLEN ROGERS BENNER PRIZE

John Samuel Kubie, New York, N. Y.

DOVE PRIZES

1. George Caldwell Nicoll, Andover
2. Harold Anton Reiche, Riverdale, N. Y.
3. Robert William Clifford, Beaford, England

DEPARTMENT OF LATIN PRIZES

1A. Carlton Mills Badger, Greenwich, Conn.
1B. William Frederick Spengler, Menasha, Wisc.

Honorable Mention:
    Eolo Francis DeRosa, Andover

2A. Divided between:
    Saul Horowitz, Jr., New York, N. Y.
    Edward Charles Troupin, Brookline

2B. John Stanford, Essex, Conn.

Honorable Mention:

John Wesley Carr, 2d, Flushing, L. I., N. Y.

VALPEY CLASSICAL PRIZES

In Latin: Otis William Erisman, Philadelphia, Pa.

In Greek: Otis William Erisman, Philadelphia, Pa.

CONVERS PRIZES

1. Henry Donald Wilson, Scarsdale, N. Y.
2. Robert Krones, Great Neck, L. I., N. Y.

JOHN REESE STEVENSON PRIZES

1. Robert Krones, Great Neck, L. I., N. Y.
2. Bernard Charles Welch, Wellesley Hills

GEORGE T. EATON PRIZE

Richard Renville Harshman, Englewood, N. J.

THE RENSSELAER MEDAL

Clifford Speer Gardner, New York, N. Y.

ROBERT STEVENSON PRIZE

John Reid Thompson, Brookline

JOHN AIKEN PRIZES

1. Frederick Hermann Sontag, New York, N. Y.
2. Nicholas Misplee Greene, North Andover

FREDERICK HOLKINS TAYLOR PRIZES

1. Alexander Charles de Limur, Burlingame, Calif.
2. John Eustace Reynolds, Washington, D. C.

WILLIAM S. WADSWORTH PRIZE

Clifford Speer Gardner, New York, N. Y.

DALTON PRIZE

John Eustace Reynolds, Washington, D. C.

OTHNIEL C. MARSH BIOLOGY PRIZE

Divided between:

Malcolm Roland Oliver Heintzelman, Marblehead
Arleigh Dygert Richardson, 3d, Columbus, Ohio

GEORGE LAUDER PRIZE

Robert Perry Snower, Kansas City, Mo.

Honorable Mention:

Cyril Crimmins, New York, N. Y.

LLOYD W. SMITH PRIZE

John Eustace Reynolds, Washington, D. C.

CHARLES ELLIOTT PERKINS PRIZE

Robert Carnahan McGiffert, Easton, Pa.

PHILOSOPHY PRIZE

Robert Perry Snower, Kansas City, Mo.

CHARLES CUTTER PRIZES

1. Edward Charles Troupin, Brookline
2. Samuel Stevens Rogers, Newton Centre

FRANK VAN DER STUCKEN PRIZES

1. John Eustace Reynolds, Washington, D. C.
2. Daniel Rogers Pinkham, Jr., Swampscott
3. Harold Harriman Lane, Geneva, N. Y.

PRIZE FOR PROFICIENCY IN PIANO PLAYING

Richard McCurdy Ames, Old Lyme, Conn.

MUSIC PRIZE

John Henry Freeman, Jr., Houston, Texas
Arleigh Dygert Richardson, 3d, Columbus, Ohio

CHOIR AND GLEE CLUB PRIZES

Stanley Matthews Cleveland, Harwichport
Charles Pierce Gabeler, Jr., Andover
Norman Stearns Bemis, Kenilworth, Ill.
Donald Gordon Thompson, Andover

ORCHESTRA PRIZE

Augustus Kingman Pratt, Middleboro

BUTLER-THWING PRIZE

Thomas Warren Sarnoff, New York, N. Y.

FACULTY PRIZE

George Stephenson, New York, N. Y.

JOHN P. HOPKINS PRIZE

Divided among:

Robert Wentworth Bates, Jr., Carpinteria, Calif.
Norman Stearns Bemis, Kenilworth, Ill.
William Farrar Brown, Lawrence
Donald Schofield Burns, Andover
Leon Theodore Cheek, 2d, Miami, Fla.
Thomas Patterson Dea, Jr., Andover
John James Flournoy, Jr., Chester, Conn.
Patrick Alexander Grove-White, Cirencester, Gloucestershire, England
Edmond Emerson Hammond, Jr., Andover
Lindsay Donaldson Hanna, Chester, Conn.
William Dunbar Knauss, Poughkeepsie, N. Y.
Edward Dana Knight, Jr., Charleston, W. Va.

Warren Arthur Lewis, Andover
Archibald Douglas Maclaren, Jr., Andover
James Hamilton Bates Morton, Ballardvale
Richard Lee Ordeman, Westport, Conn.
Henry Ashton Ramsay Peyton, Annapolis, Md.
Robert TenBroeck Stevens, Jr., Plainfield, N. J.
Ernest Farnham Stockwell, Jr., Hamilton
Elliott Evans Vose, Bronxville, N. Y.
Donald Lloyd Wallace, Lakewood, Ohio
Philip Thomas Zeigler, York, Pa.

ROGER C. SULLIVAN PRIZES

Senior—Herbert Pickford Moore, Brookline
Upper Middle—Charles Perry Zerfas, Camby, Ind.
Lower Middle—Lucius Horatio Biglow, Jr., Old Lyme, Conn.
Junior—Paul Chandler Matthews, Jr., Scarsdale, N. Y.

FULLER PRIZE

William Parsons Arnold, Jr., Waterbury, Conn.

HEADMASTER'S PRIZE

Robert Carnahan McGiffert, Easton, Pa.

OTIS PRIZE

Edward Dana Knight, Jr., Charleston, W. Va.

YALE CUP

William Parsons Arnold, Jr., Waterbury, Conn.

NEW ENGLAND FEDERATION OF HARVARD CLUBS PRIZE

Otis William Erisman, Philadelphia, Pa.

HARVARD BOOK PRIZE

Henry Ashton Ramsay Peyton, Annapolis, Md.

THE PHILLIPIAN PRIZE

Nicholas Misplee Greene, North Andover

CECIL K. BANCROFT PRIZE

Harold Ellis Drake, Jr., Gardner

MORSE PRIZE

Ray Bradford Murphy, Upper Montclair, N. J.

THOMPSON PRIZE

Malcolm Roland Oliver Heintzelman, Marblehead

MERIT CUP IN ATHLETICS

John Winters Fisher, Weston

THE AURELIAN HONOR SOCIETY PRIZE

William Parsons Arnold, Jr., Waterbury, Conn.

JAMES GREENLEAF FULLER MEMORIAL SCHOLARSHIP

John Rodney White, Andover

HARVARD-ANDOVER COLLEGE FRESHMAN SCHOLARSHIP

John Eustace Reynolds, Washington, D. C.

ANDOVER-HARVARD SENIOR SCHOLARSHIP

Otis William Erisman, Philadelphia, Pa.

REV. WILLIAM HENRY AND ELLEN CARY HASKELL SCHOLARSHIP

John Livingston Macintyre, Whitinsville

ROBERT HENRY COLEMAN MEMORIAL SCHOLARSHIP

Richard Renville Harshman, Englewood, N. J.

GEORGE WEBSTER OTIS SCHOLARSHIP

Edward Foord, Litchfield, Conn.

GEORGE XAVIER McLANAHAN MEMORIAL SCHOLARSHIP

Divided between:

Russell Hinckley Lord, Jr., Andover
Gerard North Twomey, Andover

JOHN CORNELL SCHOLARSHIP

Alfred Gilbert Harris, Andover

GORDON FERGUSON ALLEN MEMORIAL SCHOLARSHIP

Lincoln Dufton Clark, Andover

CHARLES C. CLOUGH MEMORIAL SCHOLARSHIP

LeRoy Spencer Jimerson, Jr., Gowanda, N. Y.

FRANK DALE WARREN SCHOLARSHIP

Malcolm Roland Oliver Heintzelman, Marblehead

ALFRED HOWLETT DURSTON SCHOLARSHIP

David Chavchavadze, New York, N. Y.

SMITH LEWIS MULTER, JR., MEMORIAL SCHOLARSHIP

Henry Ashton Ramsay Peyton, Annapolis, Md.

WILLIAM THOMPSON REED SCHOLARSHIP

Alfred Mudge McCoy, Jr., Waterville, Maine

THE SOCIETY OF INQUIRY SCHOLARSHIP

Claude Junior Davis, Walnut, Ill.
Raymond Henry Young, Needham

YALE $500 SCHOLARSHIP

Harold Ellis Drake, Jr., Gardner

AMHERST COLLEGE SCHOLARSHIP

George Caldwell Nicoll, Andover

THE DE LONG SCHOLARSHIPS

Charles Richard Schueler, Boston
John James Flournoy, Jr., Chester, Conn.

RALPH TIPTON DAVIS MEMORIAL SCHOLARSHIP

John William Brennan, Jr., Natick

THE SCHUYLER BUSSING SERVISS MEMORIAL SCHOLARSHIP

Edward Charles Troupin, Brookline

SPECIAL MENTION FOR DISTINGUISHED SCHOLARSHIP DURING THE SENIOR YEAR

1939-1940

ART

Paul Epler Carter
Sherwood Hayes Finley
Ray Bradford Murphy

BIOLOGY

Malcolm Roland Oliver Heintzelman
Arleigh Dygert Richardson, 3d

CHEMISTRY

John Eustace Reynolds

ENGLISH

Stanley Matthews Cleveland
Robert Carnahan McGiffert
John Eustace Reynolds
Charles Arthur Richardson
Sayre Rodman
Robert Perry Snower
William Snower, Jr.

FRENCH

Ray Bradford Murphy

GERMAN

George Stephenson

GREEK

John Samuel Kubie
George Stephenson

HISTORY

Robert Carnahan McGiffert
Robert Perry Snower
William Snower, Jr.
John Ross Tuttle, Jr.

LATIN

Robert William Clifford
George Caldwell Nicoll
Harold Anton Reiche

MATHEMATICS

John Sherrard Brittain
George Allen Cullers
Clifford Speer Gardner
George McCague Gibbs
John Sharpless Klein
Sayre Rodman
Eugene Abraham Schnell
George Stephenson

PHYSICS

Charles Wing Chandler
Stanley Matthews Cleveland
Clifford Speer Gardner
Ralph Allen Hepler
George Stephenson

CUM LAUDE SOCIETY

This society aims to bestow that recognition upon high scholarship in the preparatory schools which the Phi Beta Kappa Society gives to it in the colleges. A scholastic average of 85% is required for election.

These members of the class of 1940 were elected to membership in the Cum Laude Society on the basis of their superior scholarship in all subjects for their Senior year.

William Parsons Arnold, Jr.
Morton Isaac Brody
Stanley Matthews Cleveland
Edmond Emerson Hammond, Jr.
John Samuel Kubie
Ray Bradford Murphy
George Caldwell Nicoll
John Eustace Reynolds
Sayre Rodman
Robert Perry Snower
George Stephenson
John Ross Tuttle, Jr.

SCHOLARSHIP HONORS 1939-1940

Honors of the First Grade

Awarded to those who have no grade lower than 80 and a grade of at least 90 in half the number of hours.

SENIORS

G. Stephenson	3 terms

UPPER MIDDLERS

O. W. Erisman	1 term

LOWER MIDDLERS

L. D. Clark	3 terms	J. M. Raymond, Jr.	1 term
R. A. Furman	1 term	E. C. Troupin	1 term
J. S. Greenway	1 term	B. C. Welch	3 terms

Honors of the Second Grade

Awarded to those who have an average of 85 and no grade lower than 70.

SENIORS

W. P. Arnold, Jr.	2 terms	R. B. Murphy	2 terms
M. I. Brody	2 terms	G. C. Nicoll	1 term
C. W. Chandler	1 term	J. E. Reynolds	3 terms
S. M. Cleveland	3 terms	A. D. Richardson, 3d	1 term
B. Flint	1 term	A. M. Rockwood	1 term
E. E. Hammond, Jr.	1 term	S. Rodman	3 terms
R. A. Hepler	1 term	R. P. Snower	2 terms
J. S. Kubie	3 terms	J. R. Tuttle, Jr.	2 terms
R. C. McGiffert	1 term	D. H. Voss	1 term

UPPER MIDDLERS

O. W. Erisman	2 terms	H. A. R. Peyton	1 term
A. M. McCoy, Jr.	1 term	H. D. Wilson	1 term

LOWER MIDDLERS

D. W. Brown	1 term	J. L. Macintyre	1 term
D. Chavchavadze	2 terms	J. M. Raymond, Jr.	2 terms
R. A. Furman	1 term	A. Sarnoff	1 term
J. S. Greenway	2 terms	E. C. Troupin	2 terms
R. H. Lord, Jr.	2 terms	G. N. Twomey	1 term

JUNIORS

F. O. Anderson, 2d	2 terms	P. C. Matthews, Jr.	2 terms
R. R. Harshman	2 terms	T. W. Sarnoff	2 terms

COLLEGES ENTERED BY THE CLASS OF 1940

Allegheny	1
Amherst	11
Bowdoin	5
Brown	3
University of California	1
Colgate	1
Columbia	2
Cornell	4
Dartmouth	11
Duke	1
Georgetown	1
Harvard	39
Haverford	3
Kenyon	1
University of Maine	1
Massachusetts Institute of Technology	12
Massachusetts State	1
Middlebury	1
Notre Dame	1
Ohio State	1
University of Pennsylvania	2
Princeton	23
Rensselaer Polytechnic Institute	2
St. John's College	1
St. Lawrence University	1
Springfield	1
Swarthmore	1
Tufts	2
University of Virginia	4
Wesleyan	4
Williams	6
Yale	66
	214

STUDENTS 1940-1941

STUDENT COUNCIL

Seniors

Donald Adelbert Boynton
James Rodgers Dicken
Hobart Evans Early
Donat O'Brien Green
Randolph Carter Harrison, Jr.
William Singer Moorhead, Jr.
Richard Rollins Read

Upper Middlers

Robert Ayres Furman
John Selmes Greenway
Elliott Evans Vose

Lower Middlers

Craig Philip Gilbert
Richard Lee Ordeman

SENIORS

Abrons, Alan	*New Rochelle, N. Y.*
Adamson, Charles Fowler	*Glens Falls, N. Y.*
Anderson, Paul Nathaniel, Jr.	*Jamestown, N. Y.*
Bacon, William Thompson, Jr.	*Winnetka, Ill.*
Baker, Hines Holt, Jr.	*Houston, Texas*
Barron, Robert Keen	*Bristol, R. I.*
Beaver, Arnold Richardson	*Morristown, N. J.*
Berg, Edward Henry	*Chelmsford*
Blood, Laurence Alley	*New Hampton, N. H.*
Blum, Alexander	*New York, N. Y.*

Bolter, Carl Harold, Jr.	*Lexington*
Boynton, Donald Adelbert	*Andover*
Bradley, Charles Harvey, Jr.	*Indianapolis, Ind.*
Brown, George Gibson, Jr.	*Andover*
Brown, Raymond Hall	*St. Johnsbury, Vt.*
Burgess, Loring, Jr.	*Worcester*
Burns, Charles Snow	*Brookline*
Bush, George Herbert Walker	*Greenwich, Conn.*
Caldwell, Thomas Jones, Jr.	*Houston, Texas*
Carter, David Giles	*Nashua, N. H.*
Case, William Bradford	*Lihue, Kauai, Hawaii*
Chafey, Clarence Anderson, Jr.	*South Nyack, N. Y.*
Chapman, William Ellsworth	*Coral Gables, Fla.*
Cochran, Thomas, 2d	*Concord*
Cochran, William Davis	*Concord*
Coleman, Arthur Leo, Jr.	*Andover*
Colley, Allen Fort	*Grantville, Ga.*
Cook, Alan Strong	*Rochester, N. Y.*
Cooke, William Parker, 2d	*Newton Centre*
Cooper, George Randolph, Jr.	*Drexel Hill, Pa.*
Cooper, James Agar	*Montclair, N. J.*
Coxe, Eckley Brinton, 4th	*Haverford, Pa.*
Crane, Frederick Goodrich, 3d	*Dalton*
Crawford, John William Roy, 3d	*Tulsa, Okla.*
Crimmins, Cyril	*New York, N. Y.*
Crook, Robert Jackson	*Abington*
Crossman, Richard Terrence	*Greenwich, Conn.*
Cunningham, John	*Finchampstead, Berkshire, England*
Curtis, William Roelker	*Norfolk*
Cushing, Stephen Walker	*Brunswick, Maine*
Daggett, David	*New Haven, Conn.*
Davidson, Paul Linwood	*Gardiner, Maine*
de Kay, Rodman Drake	*Port Washington, L. I., N. Y.*

de Long, Robert Paul	*Allentown, Pa.*
De Rosa, Eolo Francis	*Andover*
Dexter, George Harris	*Manchester, Conn.*
Dicken, James Rodgers	*Hinsdale, Ill.*
Drake, Joseph William, Jr.	*Flushing, L. I., N. Y.*
Dwyer, Thomas Johnson	*Montclair, N. J.*
Early, Hobart Evans	*Evanston, Ill.*
Erisman, Otis William	*Philadelphia, Pa.*
Esmiol, Morris Alfred, Jr.	*Colorado Springs, Colo.*
Falcon, Antonio Segundo	*Havana, Cuba*
Feinberg, Robert Julian	*Plattsburg, N. Y.*
Ferguson, John Joseph	*Danvers*
Fisher, John Winters	*Weston*
Fisher, William Orne	*Weston*
Flournoy, Spencer	*Chester, Conn.*
Fraker, Wilson	*New York, N. Y.*
Freeman, John Henry, Jr.	*Houston, Texas*
Gardner, Charles Wesley, Jr.	*Bridgeport, Conn.*
Gardner, Henry Keep	*Lake Forest, Ill.*
Gelb, Richard Lee	*Stamford, Conn.*
Goldberg, Alan Benjamin	*Salem*
Green, Donat O'Brien	*Mobile, Ala.*
Grover, Charles Stuart	*Auburndale*
Hale, Robert Rose	*Portsmouth, N. H.*
Hall, Charles Chauncey	*Baltimore, Md.*
Hall, Frank Hurlburt, Jr.	*Pasadena, Calif.*
Hanna, Daniel Rhodes, 3d	*Willoughby, Ohio*
Harrison, Randolph Carter, Jr.	*Greenwich, Conn.*
Hartmann, Thomas Buchan	*Somerville, N. J.*
Hatheway, William Howell	*Litchfield, Conn.*
Heiner, George Marshall	*Pittsburgh, Pa.*
Heiner, Gordon Graham, 3d	*Lexington, Va.*
Hellebush, John Clemens	*Rochester, N. Y.*

Hicks, Frank McWhorter, Jr.	*Mobile, Ala.*
Hooker, Edward Gordon	*New York, N. Y.*
Howard, Stanley Morss	*Concord*
Hudson, Frederick Gray, 3d	*Monroe, La.*
Ireland, Melville Hanna	*Cleveland, Ohio*
Jackson, Robert Harvey	*Scarsdale, N. Y.*
James, Walter Belknap	*New York, N. Y.*
Jimerson, LeRoy Spencer, Jr.	*Gowanda, N. Y.*
Keuffel, Kenneth William	*Montclair, N. J.*
Kidder, James	*Beverly Farms*
King, Philo Rockwell, Jr.	*Webster Groves, Mo.*
King, Wilber Staunton	*Pittsburgh, Pa.*
Klotz, Jeremiah Alexander, Jr.	*East Greenville, Pa.*
Knauss, William Dunbar	*Poughkeepsie, N. Y.*
Kritzman, Julius	*Lawrence*
Krones, Robert	*Great Neck, L. I., N. Y.*
Kurth, Harold Richard, Jr.	*Methuen*
Lamborn, William Davant	*Short Hills, N. J.*
Leary, Robert Hayes	*Hempstead, L. I., N. Y.*
Lester, James Burton	*Altadena, Calif.*
Levinsohn, Jay Douglas	*Little Silver, N. J.*
Lincoln, Ernest Avery, Jr.	*Fall River*
Livingston, Carver Van Wyck	*New York, N. Y.*
Livingston, Neil Stuart	*Kirkwood, Mo.*
Loman, Stanley Sheppard	*Youngstown, Ohio*
Longenecker, Benjamin Eby, Jr.	*Middletown, Pa.*
Luce, Stanford Leonard, Jr.	*Hingham*
Lynch, Anthony Vincent, 3d	*Greenwich, Conn.*
Lyon, Paul Wallace	*New York, N. Y.*
Lyon, Waldo Blanchard	*Winchester*
McComb, Arthur Barnett	*Poughkeepsie, N. Y.*
McCoy, Alfred Mudge, Jr.	*Waterville, Maine*
McFarland, Richard Draper	*Andover*

Macdonald, William Rinn	*Forest Hills, L. I., N. Y.*
Maclaren, Archibald Douglas, Jr.	*Andover*
Martin, Alan Robert	*Bradford, Pa.*
Mayo, Maxwell Garfield	*Washington, D. C.*
Mazel, Philip Azreal	*Chelsea*
Merrill, John Lander	*Skowhegan, Maine*
Merryman, John Brodix	*Sparks, Md.*
Miller, John Barnes, 2d	*Pasadena, Calif.*
Milne, Douglas Duncan, Jr.	*Wellesley Farms*
Moorhead, William Singer, Jr.	*Pittsburgh, Pa.*
Neilson, Robert Perry	*Wellesley Hills*
Nelb, Robert Gilman	*Lawrence*
Nelson, Charles Lawrence	*Miami Beach, Fla.*
Nicholson, Thomas Laurence	*Scarsdale, N. Y.*
Northam, Allan Leslie	*Andover*
Obermeyer, Ernest David	*New York, N. Y.*
Olyphant, Murray, Jr.	*Englewood, N. J.*
Overall, Sidney Rollins, Jr.	*St. Louis, Mo.*
Packard, Richard Cotton	*Huntington, L. I., N. Y.*
Page, William Merryman, Jr.	*Marblehead*
Parker, Clark	*Milldale, Conn.*
Peck, Hubert Raymond, Jr.	*Lancaster, Pa.*
Peet, David Carlisle	*Greenwich, Conn.*
Pettit, William Oscar, Jr.	*New Brunswick, N. J.*
Peyton, Henry Ashton Ramsay	*Annapolis, Md.*
Pierce, John Burney, Jr.	*Dedham*
Pratt, Calvert Coates, Jr.	*St. John's, Newfoundland*
Pyle, Edwin, Jr.	*Middlebury, Conn.*
Pyle, Hugh Mackay	*Middlebury, Conn.*
Pyle, Richard Boone	*West Chelmsford*
Read, Richard Rollins	*Pittsburgh, Pa.*
Reiche, Arnold Thrap	*Riverdale, N. Y.*
Richardson, Allan Harvey, Jr.	*Manchester, Conn.*

Rockwell, George Gilbert Davis	*North Andover*
Roehrig, Charles Burns	*Auburndale*
Rose, Homer Jay	*Sewickley, Pa.*
Shapiro, Arnold Ives	*Watertown, N. Y.*
Shapiro, Gerald Ellis	*Watertown, N. Y.*
Shaw, Francis Hartill	*Cleveland, Ohio*
Shaw, William Leonard	*New York, N. Y.*
Sheffield, Richard Burdick	*Newport, R. I.*
Shepard, Thomas Hill, 2d	*La Jolla, Calif.*
Shove, John Davis, Jr.	*Cazenovia, N. Y.*
Slack, Frank Parsons, Jr.	*Huntington, W. Va.*
Smith, Maurice Robert, Jr.	*Kansas City, Mo.*
Smith, Thomas Wallace, 3d	*Pittsburgh, Pa.*
Sorrentino, Louis Vincent	*Providence, R. I.*
Spengler, William Frederick	*Menasha, Wisc.*
Stanford, John	*Essex, Conn.*
Steere, Kenneth Wade	*Akron, Ohio*
Steiner, Harold Arnold, Jr.	*Deal, N. J.*
Stevens, Robert Croll	*Ithaca, N. Y.*
Stewart, Philip Battell, 2d	*Santa Barbara, Calif.*
Stilwell, Herbert Edward	*Cleveland, Ohio*
Stockwell, Ernest Farnham, Jr.	*Hamilton*
Sulis, Ralph Norman	*Medford*
Sykes, Roy Scott	*Syracuse, N. Y.*
Thompson, John Reid	*Cardiff, Wales, British Isles*
Traylor, David Allen	*Wellesley Hills*
Trimble, James Rufus	*Upper Montclair, N. J.*
Upton, Arthur Canfield	*Ann Arbor, Mich.*
von Wedel, Curt Otto, 3d	*Oklahoma City, Okla.*
Warner, Lucien Hynes, Jr.	*White Plains, N. Y.*
Waters, Robert Benton	*Syracuse, N. Y.*
Weiner, Melvin Leslie	*Methuen*
Weren, Eric Holden	*Pleasantville, N. Y.*

White, Brooks Spaulding	*Keene, N. H.*
White, George Gordon	*Andover*
White, John Rodney	*Andover*
White, Robert Osgood	*Upper Montclair, N. J.*
Wilcox, Robert Goodall	*Loudonville, N. Y.*
Wilkinson, Everett Rankin, Jr.	*Rockport*
Wilson, Henry Donald	*Scarsdale, N. Y.*
Winburn, George Randolph	*New York, N. Y.*
Wolf, James Stanley, Jr.	*Valley Cottage, N. Y.*
Wood, Orrin Grout, Jr.	*Brookline*
Young, Donald Jorden	*Bethlehem, Pa.*
Zehnder, William Glasgow	*Newark, N. J.*
Zerfas, Charles Perry	*Camby, Ind.*
Ziegler, Jerome Martin, Jr.	*New York, N. Y.*

Seniors—189

UPPER MIDDLERS

Aaron, Henry Osborne	*Louisville, Ky.*
Adams, Austin Lockwood, Jr.	*Middlebury, Conn.*
Adams, William Alexander, Jr.	*Shanghai, China*
Ames, Richard McCurdy	*Old Lyme, Conn.*
Andrews, Edwin Carlos, Jr.	*Buffalo, N. Y.*
Ayers, Charles Elton, Jr.	*Worcester*
Badger, Carlton Mills	*Greenwich, Conn.*
Bailey, George Raney, Jr.	*Englewood, N. J.*
Bancker, Robert Kirkus	*Summit, N. J.*
Barker, Grant Starr	*Cohasset*
Barnard, William Sprague	*Andover*
Barrett, Norman Whitton	*Claremont, Calif.*
Bassett, James Raymond	*Waterbury, Conn.*
Bauman, William Allen	*New Rochelle, N. Y.*
Beardsley, Lehman Franklin	*Elkhart, Ind.*
Beck, Alfred Elwin, Jr.	*Lawrence*

Bentley, William Bancroft Anderton	*Lawrence, L. I., N. Y.*
Berne, Albert, Jr.	*Madeira, Ohio*
Biglow, Lucius Horatio, Jr.	*Old Lyme, Conn.*
Bissell, Charles Spencer, Jr.	*Suffield, Conn.*
Bitting, Kenneth Hills, Jr.	*Clayton, Mo.*
Blackall, Frederick Steele, 3d	*Woonsocket, R. I.*
Boone, Olin Pickett	*Bayside, L. I., N. Y.*
Boutwell, Hallock Murray	*Winchester*
Brayton, James Flint	*Englewood, N. J.*
Brown, David Williams	*Dover, N. H.*
Brown, William Farrar	*Lawrence*
Bullock, James Wilson, 2d	*Cincinnati, Ohio*
Butler, Stuart Markle, Jr.	*St. Louis, Mo.*
Calder, Benjamin Glanton	*Bronxville, N. Y.*
Calder, Norman Bruce	*Bronxville, N. Y.*
Callahan, John Wagstaff	*Lawrence*
Carr, John Wesley, 2d	*Flushing, L. I., N. Y.*
Carr, Lucien	*St. Louis, Mo.*
Carrington, James Harrison Hewes	*Riverside, Conn.*
Carter, John Avery	*Nashua, N. H.*
Carter, Ralph Bidwell	*New York, N. Y.*
Cartmell, Nathaniel Madison, Jr.	*Somerville, N. J.*
Chavchavadze, David	*New York, N. Y.*
Church, Gaylord, 4th	*Philadelphia, Pa.*
Clark, Lincoln Dufton	*Andover*
Cochran, John Thomes	*Canóvanas, Puerto Rico*
Coffin, William Sloane	*Yarmouthport*
Conroy, David Paul	*Worcester*
Contarino, Angelo Robert	*Methuen*
Cornwall, John Sinclair	*Ross, Calif.*
Corse, John Doggett	*Jacksonville, Fla.*

Cuthbertson, Raymond Phillip Stephen	*New Haven, Conn.*
Davis, Claude Junior	*Walnut, Ill.*
Dines, Eugene, Jr.	*Denver, Colo.*
Donworth, Robert Baker, Jr.	*Pittsburgh, Pa.*
Dorsey, Leo Dean	*Douglaston, L. I., N. Y.*
Duits, Charles Samuel	*New York, N. Y.*
Dunlap, Douglas Campbell	*Knoxville, Tenn.*
Eccles, Willet Lawrence, Jr.	*Andover*
Elliot, Gordon Baylies, Jr.	*Andover*
Enos, John Lawrence	*Detroit, Mich.*
Evans, Richard McNair	*Burlington, Vt.*
Feldman, Joseph Maxwell	*Brookline*
Feldman, Martin Bruce	*Woodmere, L. I., N. Y.*
Figueras, Juan Manuel	*New York, N. Y.*
Flanagan, Joseph Vincent, Jr.	*North Andover*
Flato, Robert Henry	*Corpus Christi, Texas*
Fomon, Samuel Joseph	*Appleton, Wisc.*
Foord, Edward	*Litchfield, Conn.*
Foster, Pell William, 3d	*Englewood, N. J.*
Francis, Warren William	*Larchmont, N. Y.*
Fuller, Samuel Spencer	*Suffield, Conn.*
Furman, Robert Ayres	*Newark, N. J.*
Gāl, Nicholas Peter	*Bronxville, N. Y.*
Gault, John William, Jr.	*Portland, Maine*
Geffen, John Lionel Henry	*London, England*
Godwin, James Jackson	*Winchester*
Gorman, James Roderick	*Chicago, Ill.*
Gostenhofer, Georges	*Chatham, N. J.*
Graves, William Lea	*Garden City, L. I., N. Y.*
Gray, Howard Keating	*Port Washington, N. Y.*
Greenway, John Selmes	*Williams, Ariz.*
Hackett, Robert Prescott, Jr.	*Wellesley Hills*

Hall, Francis Cooley, Jr.	*Brookline*
Hall, Robert Elliott	*Pittsburgh, Pa.*
Hallett, Oliver Sawyer	*Greenwich, Conn.*
Hammer, Thruston Houk	*Lincoln*
Hanna, Lindsay Donaldson	*Chester, Conn.*
Harvey, Thomas Shumway	*Cleveland, Ohio*
Haymond, William Stanley, 2d	*Fairmont, W. Va.*
Herbst, Donald Frederick	*East Orange, N. J.*
Hessey, David Coleman	*Bronxville, N. Y.*
Hessey, William Spaulding	*Bronxville, N. Y.*
Hobbs, Harry Eli, Jr.	*Chicago, Ill.*
Holsten, Richard Martin, Jr.	*New York, N. Y.*
Honig, Jürgen Michael	*Athens, Ga.*
Horner, Martin McGregor	*Newark, N. J.*
Horowitz, Saul, Jr.	*New York, N. Y.*
Howard, Sedgwick	*Greenwich, Conn.*
Howe, William Francis, Jr.	*Weston*
Huser, Thomas Everett, Jr.	*Scarsdale, N. Y.*
Hyde, John Hindon	*New York, N. Y.*
Jesup, Nelson Ritch	*Greenwich, Conn.*
Kahn, Fred	*New Orleans, La.*
Kaufman, Allen McCormick	*Larchmont, N. Y.*
Kaufman, Frank McCormick	*Larchmont, N. Y.*
Kelsey, Harvey Marion, Jr.	*Pittsfield*
Kingsley, Walter Ingalls	*Larchmont, N. Y.*
Kittredge, Gilbert Dutton	*Dalton*
Larkin, Howard Tuttle	*Middlebury, Conn.*
Latour, Wallace Charles	*Bronxville, N. Y.*
Leavitt, Thomas, Jr.	*Norwell*
Leiper, Joseph McCarrell, 2d	*Blauvelt, N. Y.*
Léon, Maurice, Jr.	*Irvington-on-Hudson, N. Y.*
Lewis, Warren Arthur	*Andover*
Lo Presti, Arthur	*Lawrence*

Lord, Russell Hinckley, Jr.	*Andover*
Loveday, Thomas Tudor	*Princeton, N. J.*
Luce, Hudson Hayes	*Kansas City, Mo.*
Lucht, William Edward	*Davenport, Iowa*
McCarter, Robert Sherman	*Syracuse, N. Y.*
McChesney, John Downer Pennock	*Solvay, N. Y.*
McKinley, Rowland Paull, Jr.	*Paoli, Pa.*
McMahon, James	*Andover*
McNulty, Alfred Peter	*Garden City, L. I., N. Y.*
Macauley, Robert Conover	*Riverside, Conn.*
Macintyre, John Livingston	*Whitinsville*
Mackenzie, William Forbes, Jr.	*Laurys, Pa.*
Macomber, Robert Ranlet	*Rochester, N. Y.*
Malcolm, Talbot Marion, Jr.	*Westfield, N. J.*
Mark, Willis Pitt	*Hinsdale, Ill.*
Markey, William Laurence	*Lawrence*
Markham, James	*Belmont*
Marvin, Clitus Harry, 3d	*Urbana, Ohio*
Mason, John Duncan, Jr.	*El Paso, Texas*
Meagan, Cornelius Bernard, Jr.	*North Andover*
Merrick, John Leighton	*Langley Field, Va.*
Micou, Hilary Herbert, Jr.	*Grosse Pointe Farms, Mich.*
Midgley, Vernon Eric	*West Medford*
Mix, Averill Quintard	*Stamford, Conn.*
Moore, John Marks, Jr.	*West Point, N. Y.*
Morrill, Russell DeWitt, Jr.	*Bronxville, N. Y.*
Morris, James Edgar	*Old Greenwich, Conn.*
Morse, Benjamin Clarke, 3d	*Reynoldsburg, Ohio*
Morton, James Hamilton Bates	*Ballardvale*
Moxley, David	*Indianapolis, Ind.*
Naugle, John Jay, Jr.	*New York, N. Y.*
Nunez, Vasco Emilio, Jr.	*Andover*

Orr, James Potter, 2d	*Cincinnati, Ohio*
Outerbridge, Donald Graham	*St. George's, Bermuda*
Palitz, Bernard Gregory	*New York, N. Y.*
Park, Joseph Dodge	*Portland, Ore.*
Parkhurst, Frank Ellsworth, 3d	*Kingston, Pa.*
Power, John William, Jr.	*Arlington*
Ravenelle, George Julius	*Santiago, Chile*
Raymond, John Marshall, Jr.	*Hamilton*
Reed, Philip Dunham, Jr.	*Rye, N. Y.*
Reilly, David Francis	*Watertown*
Reilly, James Arthur, Jr.	*Garden City, L. I., N. Y.*
Roberts, George Downing, Jr.	*Ross, Calif.*
Rockefeller, Godfrey Anderson	*Greenwich, Conn.*
Rogers, Samuel Stevens	*Newton Centre*
Ross, Edward Noble	*Geneva, Ill.*
Ross, William Douglas	*Glencoe, Ill.*
Rothschild, Marcus Adolphus	*New York, N. Y.*
Royce, Harrison Schuyler, Jr.	*Newton Centre*
Russell, John Butler	*New Haven, Conn.*
Sarason, Leonard	*Brooklyn, N. Y.*
Sargent, Lawton Griswold, Jr.	*New Haven, Conn.*
Sarnoff, Albert	*New York, N. Y.*
Sawyer, Paul Barton	*West Newton*
Scheft, Theodore Irving	*Beverly*
Scott, Samuel Spencer, Jr.	*Scarsdale, N. Y.*
Searle, John Endicott, Jr.	*Norfolk, Conn.*
Seaver, Robert Badger	*Cohasset*
Seccombe, Stanley Gordon, Jr.	*Seymour, Conn.*
See, Henry Wesselman	*Greenwich, Conn.*
Seeburg, Noel Marshall, Jr.	*Chicago, Ill.*
Shay, James Burke	*Fall River*
Shepley, John	*Clayton, Mo.*
Sheridan, Richard Moylan	*Shanghai, China*

Siegel, Rubin	*New York, N. Y.*
Small, Gordon Patten	*Longmeadow*
Smith, John Gregory	*St. Albans, Vt.*
Smith, Winfield Odell	*Scarsdale, N. Y.*
Sommer, Peter William	*Peoria, Ill.*
Sontag, Frederick Hermann	*New York, N. Y.*
Stevens, Robert TenBroeck, Jr.	*Plainfield, N. J.*
Stevenson, Richard Dill, Jr.	*Lake Forest, Ill.*
Stiles, William Sumner	*Scarsdale, N. Y.*
Stone, Albert Edward, Jr.	*Long Beach, Calif.*
Stovall, Robert Gentry, Jr.	*Denver, Colo.*
Strong, Frank Robert	*Andover*
Tavares, Manuel Enrique	*Cindad Trujillo, Dominican Republic, West Indies*
Thickens, Richard Wiley	*Menasha, Wisc.*
Thiras, Stephen	*Andover*
Thomas, Frank Andrew, Jr.	*Charleston, W. Va.*
Thompson, Mason Leo, Jr.	*Kansas City, Mo.*
Throckmorton, Bruce Hamilton	*Mamaroneck, N. Y.*
Thurber, George Freeman, Jr.	*Nashua, N. H.*
Thurston, Richardson	*Syracuse, N. Y.*
Toohey, Philip Richard	*Andover*
Treadwell, John Russell, 2d	*Salem*
Troupin, Edward Charles	*Brookline*
Twombly, Edward Bancroft, Jr.	*Summit, N. J.*
Twomey, Gerard North	*Andover*
Upham, George Baxter	*Newton Centre*
Vaamonde, Joseph Henry	*New Rochelle, N. Y.*
Veasey, Arthur Hale, Jr.	*Haverhill*
Viney, Richard Merriam	*Aylesbury, England*
Vose, Elliott Evans	*Bronxville, N. Y.*
Vreeland, Dirck Van Riper	*New Haven, Conn.*
Wacht, Rennold	*New York, N. Y.*

Warren, George Lewis, Jr.	*Fairfield, Conn.*
Warren, George Upson	*Greenwich, Conn.*
Watson, James Broadas	*Westport, Conn.*
Weaver, Howard Sayre	*Fredonia, N. Y.*
Webb, Richard Lancaster	*Scarsdale, N. Y.*
Weiner, Charles Hershal	*Methuen*
Welch, Bernard Charles	*Wellesley Hills*
Welch, Peter Charles	*Wellesley Hills*
Whitney, Charles Robert	*Grosse Pointe, Mich.*
Wickwire, Winthrope Ross	*Cortland, N. Y.*
Williams, Eugene Flewellyn, Jr.	*Clayton, Mo.*
Wood, John Edward	*Brookline*
Wright, Northam Dudley	*Centerbrook, Conn.*
Yoxall, Nicholas Baldwin	*Columbus, Ohio*

Upper Middlers—223

LOWER MIDDLERS

Anderson, Frank Olaus, 2d	*Jamestown, N. Y.*
Arnold, Charles Granniss	*Waterbury, Conn.*
Asbury, Taylor	*Cincinnati, Ohio*
Ashley, Charles Sumner	*Perrysburg, Ohio*
Ault, John Burchenal	*Redding, Conn.*
Ayers, Stewart Lindsley	*New York, N. Y.*
Bacon, Carter Smith	*Winnetka, Ill.*
Beck, Richard Nestel Doubleday	*New York, N. Y.*
Bensley, Gordon Gilmore	*Summit, N. J.*
Benton, Clark	*Yonkers, N. Y.*
Berman, Donald Robert	*Lawrence*
Berne, John Henry	*Madeira, Ohio*
Bixby, William Keeney	*Clayton, Mo.*
Blount, Eugene Irving	*Winchester*
Bonn, John Joseph	*Mt. Kisco, N. Y.*

Book, John Cadillac	*Detroit, Mich.*
Botsch, Francis William	*Andover*
Brayton, John Summerfield, Jr.	*Fall River*
Brockway, Seth Norton	*Suffield, Conn.*
Brown, Francis, Jr.	*Salem*
Brown, James McEwen	*Haverhill*
Burmeister, Ray Julius, Jr.	*Raleigh, W. Va.*
Burns, Donald Schofield	*Andover*
Burns, Donald Snow	*Brookline*
Burrows, Calvin	*Poquonock Bridge, Conn.*
Cahners, Walter James	*Bangor, Maine*
Carty, John Russell, Jr.	*Forest Hills, L. I., N. Y.*
Cheek, Warren Melvin	*Miami, Fla.*
Chipman, William Evan	*Easton, Pa.*
Chisholm, William Hussey	*Marblehead*
Clifford, John Keely	*Rochester, N. Y.*
Coello, Carlos Rafael	*Guayaquil, Ecuador, S. A.*
Coleman, William Anderson	*Nashua, N. H.*
Coulson, Robert	*New York, N. Y.*
Cowles, Robert Lewis, Jr.	*Green Bay, Wisc.*
Crimmins, Peter Lalor	*New York, N. Y.*
Cross, Eason, Jr.	*Boston*
Curtin, Victor Thomas	*Methuen*
Daley, Allen McGill	*Swarthmore, Pa.*
Daniels, Stoddard Wilder	*Forest Hills, L. I., N. Y.*
David, John Cyrenius	*Evanston, Ill.*
Davis, Abel, 2d	*Glencoe, Ill.*
De Cesare, Donald Harvey	*Methuen*
Dorn, David Forest	*Bradford, Pa.*
Drake, Philip Meurer	*Flushing, L. I., N. Y.*
Duden, Richard Henry	*Englewood, N. J.*
Eastham, William Eaton	*Andover*
Eatough, Christopher John	*Woking, Surrey, England*

Eccles, Frank McCord	*Andover*
Ennis, James Jerome	*Brooklyn, N. Y.*
Epstein, John Maurice	*New York, N. Y.*
Eschholz, Theodore Stevenson	*Ballardvale*
Estin, Peter George	*New York, N. Y.*
Ettelson, George Wolfe	*Portland, Ore.*
Fallon, John William, Jr.	*Lawrence*
Farnsworth, William Leffingwell	*New York, N. Y.*
Finnegan, John Richard	*New York, N. Y.*
Fisher, John Chisholm	*Plainfield, N. J.*
Flinn, John William	*Phoenix, Ariz.*
French, John Lischer	*Davenport, Iowa*
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Furse, Robert Goodman	*Eastland, Texas*
Gardner, David Lee	*St. Louis, Mo.*
Giblin, Walter Michael, Jr.	*New York, N. Y.*
Gilbert, Craig Philip	*Woodmere, L. I., N. Y.*
Golding, Samuel Yale	*West Hartford, Conn.*
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McKernin, Vincent Leo	*Great Neck, L. I., N. Y.*
MacLellan, Donald Peter	*Andover*
McManus, James Edward	*Hollis, L. I., N. Y.*
McMorris, L. Sells	*Greenwich, Conn.*
Mahony, Gael Michael	*Boston*
Malcolm, John Gordon	*New York, N. Y.*
Marshall, Fuller	*West Newton*
Marshall, Howard Walker, Jr.	*West Newton*
Matthews, Paul Chandler, Jr.	*Scarsdale, N. Y.*
Mellor, Arthur Willard	*Great Neck, L. I., N. Y.*
Meryman, Richard Sumner, Jr.	*Dublin, N. H.*

Metcalf, John Trumbull, Jr.	*Burlington, Vt.*
Montgomery, Robert Cornelius	*Stamford, Conn.*
Morgan, Roger Hugh Vaughan Charles	*London, England*
Morris, John Harold, Jr.	*Jackson Heights, L. I., N. Y.*
Munro, James Stevenson, Jr.	*Waban*
Nicholes, Robert Allen	*Corona, L. I., N. Y.*
Nichols, Burton Evered	*Methuen*
Noble, Robert Edward, Jr.	*Adams*
Northrop, Stuart Johnston	*New Haven, Conn.*
Northup, Robert Harland	*Bridgewater*
Norton, Raymond Pratt, Jr.	*Newton Centre*
O'Leary, Richard Paul	*Worcester*
Ordeman, Richard Lee	*Westport, Conn.*
Pabst, William Frederick, Jr.	*Milwaukee, Wisc.*
Palmer, William Beresford, 3d	*Grosse Pointe, Mich.*
Pantzer, Eugene Ernest, 3d	*Sheboygan, Wisc.*
Parker, Alan Breck	*Ann Arbor, Mich.*
Parker, Allan Douglas	*Lowell*
Peck, Charles Edward	*Lancaster, Pa.*
Pendergrass, Henry Pancoast	*Wynnewood, Pa.*
Phelan, William Lawrence	*Fall River*
Phelps, Mason, Jr.	*Lake Forest, Ill.*
Pidgeon, John Anderson	*Andover*
Pinkham, Charles Hacker, 3d	*Lynn*
Poor, Peter Varnum	*New City, Rockland County, N.Y.*
Potter, Nathaniel Restcome, Jr.	*Rochester, N. Y.*
Prescott, Amos Neal, Jr.	*Passaic, N. J.*
Reed, Earl Frederick, Jr.	*Pittsburgh, Pa.*
Reinheimer, Henry Noel	*Bedford Village, N. Y.*
Reitzel, Nicolas Martin	*Berwyn, Pa.*
Rockwell, Frank Williams	*Andover*
Runyon, Harry Mefford	*Darien, Conn.*

Santo Domingo, Julio Mario	*Barranquilla, Colombia, S. A.*
Sarnoff, Thomas Warren	*New York, N. Y.*
Schmid, Raymer	*Montclair, N. J.*
Sheridan, Harold Joseph, Jr.	*Shanghai, China*
Sherrill, Arthur Miles, Jr.	*Toronto, Canada*
Sides, Andrew Benjamin, Jr.	*Waban*
Smith, Bardwell Leith	*Libertyville, Ill.*
Stevens, George Clifton	*Quincy*
Stevens, Richard Irving	*Andover*
Stewart, Howard Douglas, 2d	*Great Neck, L. I., N. Y.*
Strout, Frank Noyes	*Portland, Maine*
Stuart, Dwight Lyman	*Milwaukee, Wisc.*
Sweeney, George Clinton, Jr.	*West Newton*
Taber, Philip, Jr.	*Tulsa, Okla.*
Taintor, Nelson Case, Jr.	*Hartford, Conn.*
Tebbetts, Edwin Hallett	*Waban*
Thomas, Walter Frederic, Jr.	*Lowell*
Thurber, Davis Peabody	*Nashua, N. H.*
Toll, David Ross	*Chevy Chase, Md.*
Toms, Laurence	*Burlingame, Calif.*
Townsend, James Park	*Sewickley, Pa.*
Traylor, Robert Hobbs	*Wellesley Hills*
Vandervoort, Arthur Stewart, 3d	*Houston, Texas*
Veasey, Decius Beebe	*Haverhill*
Walen, Donald Atchison	*Andover*
Wallace, Donald Lloyd	*Lakewood, Ohio*
Weamer, Paul Evans	*Andover*
Weigold, Charles Edwin, Jr.	*Plandome, N. Y.*
Wessinger, Frederic Green	*Portland, Ore.*
Whaley, George Stewart, Jr.	*Palm Beach, Fla.*
Wheelock, John Topping	*Peoria, Ill.*
White, Edward William, Jr.	*Chicago, Ill.*
White, George Avery, Jr.	*Worcester*

White, John Barber	*Kansas City, Mo.*
Wieting, Harry Nye, 3d	*Toledo, Ohio*
Wilde, Leon Graves	*North Andover*
Wilson, George Warren, 2d	*Melrose*
Wright, Clifford Ramsey, Jr.	*Cincinnati, Ohio*

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JUNIORS

Abrons, Richard	*New Rochelle, N. Y.*
Adams, Elmer Haney, 2d	*Pittsburgh, Pa.*
Adams, Harris Whittemore	*Middlebury, Conn.*
Adams, William, 3d	*Hewlett, L. I., N. Y.*
Allen, Gordon Ferguson	*Meriden, Conn.*
Allenby, Hubert Alfred	*Webster*
Anderson, Lucius Marvin	*Montclair, N. J.*
Arnold, Mason Green	*Willimantic, Conn.*
Ashburn, John Robert	*Andover*
Avery, John, Jr.	*Andover*
Ballard, Ernest Schwefel, Jr.	*Hubbard Woods, Ill.*
Bartlett, Richard Foster	*Pittsburgh, Pa.*
Bassett, Louis Allan	*Waterbury, Conn.*
Bergheim, Melvin Lewis	*Brookline*
Bernardin, Eugene Arthur, Jr.	*Andover*
Bidgood, Berkeley Carrington	*West Hartford, Conn.*
Bishop, Clarence Morton, Jr.	*Portland, Ore.*
Boeschenstein, William Wade	*Perrysburg, Ohio*
Bolton, John Wesson	*North Andover*
Bolton, Wallace Ladd	*North Andover*
Bomeisler, Douglass Mortimer, Jr.	*Greenwich, Conn.*
Boyce, Frederick May, Jr.	*Andover*
Briggs, Winstanley Crowen	*Lake Forest, Ill.*

Budd, Stephen Edward, Jr.	*New York, N. Y.*
Bull, Richard Sutton, Jr.	*Winnetka, Ill.*
Burke, Robert Henry	*Greenfield*
Carroll, Daniel Thuering	*Burlington, Vt.*
Castle, Richard De Wynt	*Rochester, N. Y.*
Chase, Garfield Somerby, Jr.	*Andover*
Cheek, Leon Theodore, 2d	*Miami, Fla.*
Collins, John Kevin	*Bradford*
Conroy, James Joseph, Jr.	*Worcester*
Cook, Edward Shove	*Rochester, N. Y.*
Crossley, Harold Buffinton	*Fall River*
Crossley, Robert Smith	*Fall River*
Cushing, Andrew Carmichael	*Brunswick, Maine*
Dalrymple, James William, Jr.	*Andover*
Dana, Arnold Guyot, 2d	*Providence, R. I.*
Davidson, Charles	*Andover*
Davis, Charles Gibbons, 2d	*Flourtown, Pa.*
Davis, Kenneth Newton, Jr.	*Swampscott*
Deming, Herbert Everett	*Hamden, Conn.*
Dickey, John Stanley	*Rockville Center, N. Y.*
Dines, David Eaton	*Denver, Colo.*
Doherty, John Howard	*Boston*
Donohoe, Thomas Joseph	*Lawrence*
Dorsey, John David	*Douglaston, L. I., N. Y.*
Dulaney, Woodford Hector, Jr.	*Louisville, Ky.*
Elliott, Caleb Denny, Jr.	*Port-au-Prince, Haiti, West Indies*
Ellis, Harold John, Jr.	*Andover*
Emmons, Robert Mitchell	*Andover*
Estin, Hans Howard	*New York, N. Y.*
Farrington, John Reynolds	*Lowell*
Ferguson, Roy Cameron, Jr.	*Rockville, Conn.*
Fish, Mitchell	*Greenwich, Conn.*
Flint, Robert Pease	*Hinsdale, Ill.*
Gale, Justin Edgerton	*Andover*

Garrett, Robert Russell	*Lebanon, N. H.*
Garvey, John Powell	*Hewlett, L. I., N. Y.*
Gifford, Charles Conyngham, Jr.	*New York, N. Y.*
Gordon, Graham	*Shelbyville, Ky.*
Graham, William Alfred	*New York, N. Y.*
Grainger, Oswald Joseph, 3d	*Houston, Texas*
Grant, Lester Joseph, 3d	*Boston*
Harig, Bernhardt Gold	*Andover*
Harrington, Richard Buck	*Worcester*
Harris, Alfred Gilbert	*Andover*
Heming, Charles Emanuel	*White Plains, N. Y.*
Hill, John Dana	*Andover*
Hollister, David Garber	*Ithaca, N. Y.*
Hudner, James Hay	*Fall River*
Humphries, Floyd Thurston, Jr.	*Andover*
Hunter, Conrad	*Stamford, Conn.*
Isham, Heyward	*New York, N. Y.*
Johnson, Rand Carleton	*Louisville, Ky.*
Jones, Stanley Washburn	*New Orleans, La.*
Kalat, George Robert	*Worcester*
Kalbfleisch, Karl Henry, Jr.	*Wellesley Hills*
Kelly, Gordon Brooks	*Olney, Ill.*
Kiam, Victor Kermit	*Greenwich, Conn.*
Killam, Dwight Delavan	*Andover*
Lord, John Franklin	*Andover*
Love, Henry King	*Seattle, Wash.*
Lueddemann, Hillman, Jr.	*Portland, Ore.*
Meagan, Richard William	*North Andover*
Moody, Richard Henderson	*Andover*
Moore, Frederick Appel	*Waban*
Morrison, Robert Laurence	*Seattle, Wash.*
Neale, William Forrester, Jr.	*Dallas, Texas*
Nicoll, John Findlay	*Andover*
Niebank, Cornelius George, Jr.	*Jamestown, N. Y.*

O'Brien, Robert Thomas	*Medford*
O'Keeffe, Richard Michael	*Chestnut Hill*
Orthwein, William David, 3d	*Clayton, Mo.*
Parker, Otis Hudson, Jr.	*Watertown*
Pease, Allen Hoyt	*New Britain, Conn.*
Percy, Robert Bosworth	*Westboro*
Phillips, Harry, 3d	*Woodmere, L. I., N. Y.*
Phillips, Thomas Spencer	*Ensenada, Puerto Rico*
Pile, Roger Sloane	*Manhasset, L. I., N. Y.*
Pitman, Douglas Townsend	*Andover*
Potvin, Gregg Remington	*Lewiston, Idaho*
Pratt, Frederick Sanford, 2d	*Chestnut Hill*
Rains, James Breer	*Sewickley, Pa.*
Reichard, John Francis	*Brooklyn, N. Y.*
Reynolds, Thomas Hayward	*Gardner*
Rich, William Thayer, 3d	*Andover*
Robbins, John William Moore, Jr.	*Greenwich, Conn.*
Robinson, John Chatfield	*Great Neck, L. I., N. Y.*
Robinson, Paul Vincent, Jr.	*Hewlett, L. I., N. Y.*
Rockwell, Dwight, Jr.	*New York, N. Y.*
Rohrbach, Gerwin Karl Heinrich	*Andover*
Roome, Peter Willemse	*Greenwich, Conn.*
Sagar, Charles Parker	*Greenwich, Conn.*
Schroeder, John Allan	*Scarsdale, N. Y.*
Scott, George Drake, Jr.	*East Hampton, L. I., N. Y.*
Selden, George Lord	*Andover*
Selfridge, Walter Robert, Jr.	*Andover*
Sharp, William Leslie	*Chicago, Ill.*
Shepard, John Field	*Ballardvale*
Simon, Robert Allan	*Ballardvale*
Simons, Harold Lee	*Great Neck, L. I., N. Y.*
Slocum, Robert Gregson	*Montreal, Canada*

Sobin, Lester Gerard	*Jamaica Plain*
Stark, Frederic Wagner, 2d	*Hazleton, Pa.*
Stevens, John Peters, 3d	*Plainfield, N. J.*
Stevens, Whitney	*Plainfield, N. J.*
Stirling, Gordon Struan Elliott	*Stamford, Lincolnshire, England*
Stockwell, Sherwood Beach	*Hamilton*
Strong, Carlton Matthew, Jr.	*Andover*
Strong, Roger Leon	*New York, N. Y.*
Sturges, Douglas Watts	*New Haven, Conn.*
Sullivan, Thomas Vincent	*Andover*
Sweeney, John Patrick	*Andover*
Tait, James Ballentyne, Jr.	*Janesville, Wisc.*
Thomas, John Fox, Jr.	*Houston, Texas*
Tompkins, Gerald Samuel, Jr.	*Front Royal, Va.*
Torrance, Walter France, Jr.	*Waterbury, Conn.*
Upham, James Phineas	*Newton Centre*
Walker, Willard Brewer	*Hingham*
Ward, Elmer Lawrence, Jr.	*Brookline*
Ware, Charles Lewis, Jr.	*Andover*
Waugh, Samuel Goodrich	*Andover*
Weidlein, John David	*Pittsburgh, Pa.*
Wheeler, John Rockwell	*Highland Park, Ill.*
Williamson, Robert Byron, Jr.	*Augusta, Maine*
Wilson, Norman Henry	*Prides Crossing*
Worthen, Palmer Bullard	*Winchester*
Young, Raymond Henry	*Needham*

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Massachusetts	220	Oklahoma	3
New York	160	Virginia	3
Connecticut	76	Alabama	2
Pennsylvania	38	Arizona	2
New Jersey	37	Georgia	2
Illinois	31	Iowa	2
Ohio	21	Washington	2
Missouri	15	District of Columbia	1
California	11	Idaho	1
New Hampshire	11	Tennessee	1
Maine	10	England	6
Texas	10	China	3
Michigan	9	Canada	2
Wisconsin	8	Puerto Rico	2
Florida	6	Bermuda	1
Rhode Island	6	Chile	1
West Virginia	6	Colombia	1
Oregon	5	Cuba	1
Vermont	5	Dominican Republic	1
Colorado	4	Ecuador	1
Indiana	4	Haiti	1
Kentucky	4	Hawaii	1
Maryland	4	Newfoundland	1
Louisiana	3	Wales	1
			746

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Edward S. Hull, '18
Ord Preston, '94

FORM OF BEQUEST

(GENERAL)

I give and bequeath to the Trustees of Phillips Academy, a corporation existing under the laws of the Commonwealth of Massachusetts, and located in the town of Andover in said Commonwealth..............................dollars, to be used at their discretion.

(SPECIFIC)

I give and bequeath to the Trustees of Phillips Academy, a corporation existing under the laws of the Commonwealth of Massachusetts, and located in the town of Andover in said Commonwealth..............................dollars, in trust for the following uses and purposes; that is to say:

(here specify in detail the purposes.)

It is advisable for any one contemplating a bequest for charitable purposes to ascertain the requirements of the law in the State in which he resides, and to take especial pains that such requirements are complied with.

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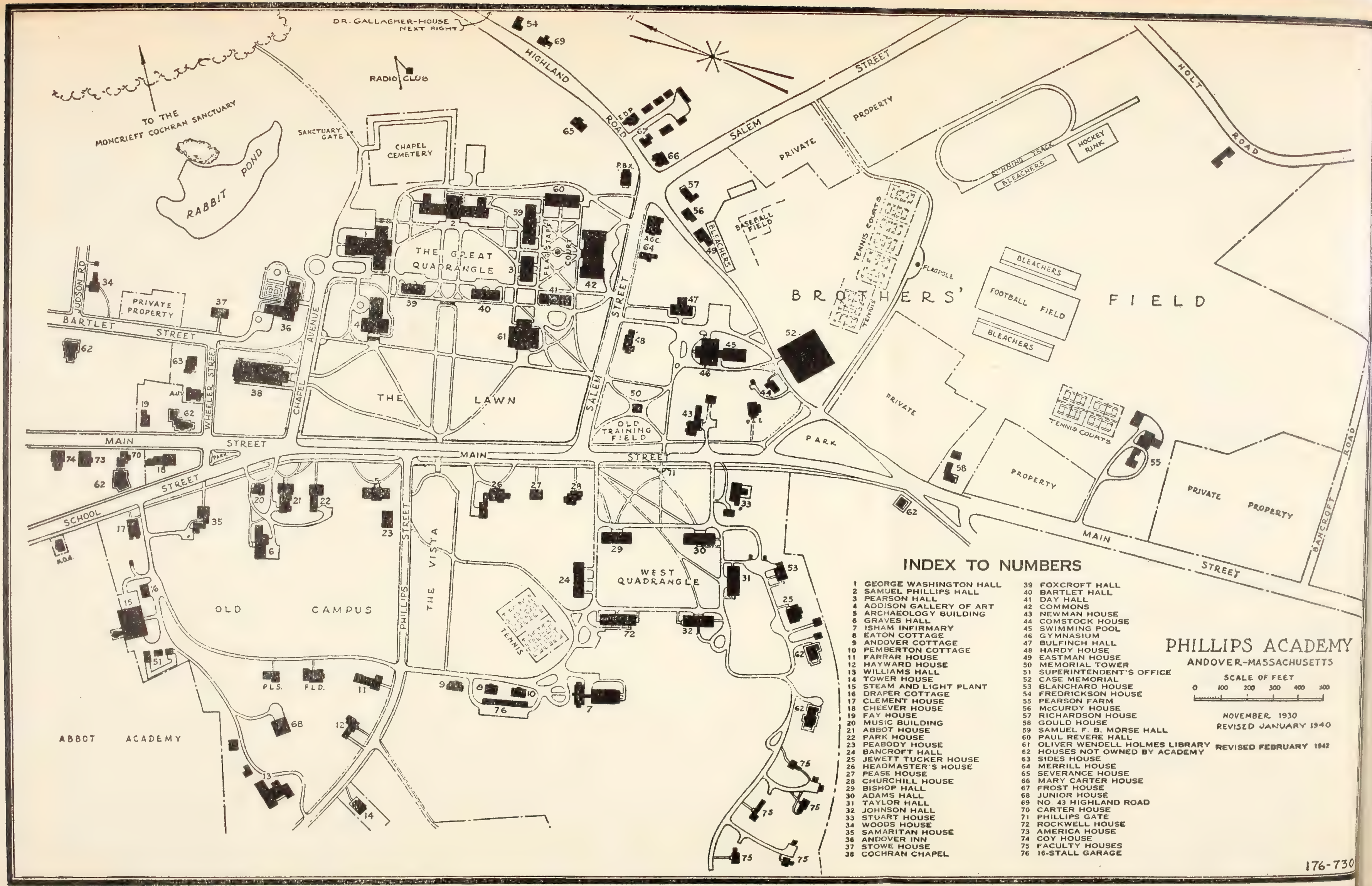
CATALOGUE OF
PHILLIPS ACADEMY
ANDOVER, MASSACHUSETTS

ONE HUNDRED AND SIXTY-FOURTH YEAR

1941-1942

ANDOVER, MASSACHUSETTS
PUBLISHED BY THE ACADEMY
MCMXLII


DR. GALLAGHER-HOUSE NEXT RIGHT
RADIO CLUB
TO THE MONCRIEFF COCHRAN SANCTUARY
RABBIT POND
SANCTUARY GATE
CHAPEL CEMETERY
HIGHLAND ROAD
SALEM STREET
HOLT ROAD
PRIVATE PROPERTY
RUNNING TRACK
BLEACHERS
HOCKEY RINK
P.B.X.
EDP
AGC.
BASEBALL FIELD
TENNIS COURTS
FLAGPOLE
BROTHERS' FIELD
FOOTBALL FIELD
THE GREAT QUADRANGLE
FLAGSTAFF COURT
JUDSON RD.
BARTLET STREET
CHAPEL AVENUE
WHEELER STREET
A.J.V.
THE LAWN
OLD TRAINING FIELD
PARK
MAIN STREET
SCHOOL STREET
R.O.A.
PHILLIPS STREET
THE VISTA
WEST QUADRANGLE
OLD CAMPUS
TENNIS
P.L.S.
F.L.D.
ABBOT ACADEMY
BANCROFT ROAD

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10	PEMBERTON COTTAGE
11	FARRAR HOUSE
12	HAYWARD HOUSE
13	WILLIAMS HALL
14	TOWER HOUSE
15	STEAM AND LIGHT PLANT
16	DRAPER COTTAGE
17	CLEMENT HOUSE
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PHILLIPS ACADEMY

ANDOVER-MASSACHUSETTS

SCALE OF FEET
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NOVEMBER 1930
REVISED JANUARY 1940
REVISED FEBRUARY 1942

176-730

CATALOGUE OF
PHILLIPS ACADEMY
ANDOVER, MASSACHUSETTS

ONE HUNDRED AND SIXTY-FOURTH YEAR

1941-1942

ANDOVER, MASSACHUSETTS
PUBLISHED BY THE ACADEMY
MCMXLII

1942

JANUARY

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JANUARY

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FEBRUARY

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MARCH

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JUNE

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CALENDAR

1942

Second term begins	8.15 P.M., Monday, Jan. 5
Second term ends	Wednesday, March 11

Spring Recess—21 days

Third term begins	8.15 P.M., Wednesday, April 1
Recitations close	Wednesday, June 10
Commencement	Friday, June 12
Third term ends	Friday, June 12
School entrance examinations in Andover and New York City	Monday, Tuesday and Wednesday, June 15, 16 and 17

SUMMER VACATION—14 Weeks

Summer session begins	Monday, July 6
Summer session ends	Saturday, August 29

Rooms ready for occupancy	10 A.M., Monday, Sept. 21
Entrance examinations	9 A.M., Tuesday, Sept. 22
Registration of returning students:	
Juniors and Lower Middlers	Before 2 P.M., Tuesday, Sept. 22
Upper Middlers and Seniors	Before 2 P.M., Wednesday, Sept. 23
Registration of entering students:	
Juniors and Lower Middlers	Before 8 P.M., Tuesday, Sept. 22
Upper Middlers and Seniors	Before 8 P.M., Wednesday, Sept. 23
Thanksgiving Day	Thursday, Nov. 26
First term ends	Wednesday, Dec. 16

Christmas Recess—19 days

1943

Second term begins	8.15 P.M., Monday, Jan. 4
Second term ends	Wednesday, March 10

Spring Recess—21 days

Third term begins	8.15 P.M., Wednesday, March 31
Recitations close	Wednesday, June 16
Commencement	Friday, June 18
Third term ends	Friday, June 18
School entrance examinations in Andover and New York City	Monday, Tuesday and Wednesday, June 21, 22 and 23

PHILLIPS ACADEMY

Founded in 1778 by

Samuel Phillips John Phillips, LL.D.

Samuel Phillips, Jr.

Constitution and deed of trust signed	April 21, 1778
School opened	April 30, 1778
Act of incorporation	October 4, 1780

HEADMASTERS*

ELIPHALET PEARSON, LL.D.	1778—1786
EBENEZER PEMBERTON, LL.D.	1786—1793
MARK NEWMAN, A.M.	1794—1809
JOHN ADAMS, LL.D.	1810—1833
OSGOOD JOHNSON, A.M.	1833—1837
SAMUEL H. TAYLOR, LL.D.	1838—1871
FREDERIC W. TILTON, A.M.	1871—1873
CECIL F. P. BANCROFT, Ph.D., L.H.D., LL.D.	1873—1901
ALFRED E. STEARNS, Litt.D., L.H.D., LL.D.	1903—1933
CLAUDE M. FUESS, Ph.D., Litt.D., L.H.D.	1933—

*From 1786 to 1927 the head of the Academy bore the title of Principal.

TRUSTEES

PRESIDENT

HENRY LEWIS STIMSON, LL.D. New York, N. Y.
Elected 1905

CLERK

CLAUDE MOORE FUESS, Ph.D., Litt.D., L.H.D. Andover
Elected 1933

TREASURER

JAMES GOULD, A.B. Andover
Elected 1939

ALFRED LAWRENCE RIPLEY, A.M., LL.D. Andover
Elected 1902
FRED TOWSLEY MURPHY, M.D. Detroit, Mich.
Elected 1908
JAMES BROWN NEALE, A.B. Buck Run, Pa.
Elected 1923
ERNEST MARTIN HOPKINS, Litt.D., LL.D., L.H.D.
Elected 1926 Hanover, N. H.
PHILIP LORING REED Dedham
Elected 1933
LLOYD DE WITT BRACE, S.B. Boston
Elected 1933
FRANCIS ABBOT GOODHUE, A.B. Hewlett, L. I., N. Y.
Elected 1935
ABBOT STEVENS, A.B. North Andover
Elected 1935
HENRY WISE HOBSON, D.D. Cincinnati, Ohio
Elected 1937
ROBERT ABBE GARDNER, A.B. Chicago, Ill.
Elected 1938

OFFICERS OF ADMINISTRATION

CLAUDE MOORE FUESS, Ph.D., Litt.D., L.H.D.
Headmaster 189 Main Street
On the Emilie Belden Cochran Foundation Appointed 1908
Instructor 1908-1933. Elected Headmaster 1933

ALFRED ERNEST STEARNS, A.M., Litt.D., L.H.D., LL.D.
Headmaster Emeritus "Archmeadow," Danvers

JAMES GOULD, A.B. 210 Main Street
Treasurer Elected 1939

HENRY HOPPER 25 Phillips Street
Associate Treasurer and Comptroller Appointed 1915

LESTER EDWARD LYNDE, A.M. 215 Main Street
Dean Appointed 1901
On the Alfred Lawrence Ripley Foundation

JAMES RUTHVEN ADRIANCE, A.B. 195 Main Street
Assistant Dean Appointed 1934

WILLET LAWRENCE ECCLES, Ph.D. Hidden Field
Registrar Appointed 1930
Instructor in Chemistry

GEORGE GRENVILLE BENEDICT, A.M. 193 Main Street
Assistant Registrar 1930-1932, re-appointed 1933
Instructor in English

JOHN BROMHAM HAWES, III, A.B. Bancroft Hall
Assistant Registrar 1933-1936, re-appointed 1939
Instructor in English

*PHILIP KIRKHAM ALLEN, A.B.	1 Highland Road
ASSISTANT REGISTRAR	Appointed 1936
Instructor in English	
ROBERT EDWARD MAYNARD, S.B.	1 Judson Road
EXCUSING OFFICER	Appointed 1931
Instructor in Mathematics	
WILBUR JOSEPH BENDER, A.M.	Hidden Field
DIRECTOR OF THE SUMMER SESSION	Appointed 1936
Instructor in History	
ALICE THACHER WHITNEY	27 Highland Road
RECORDER	Appointed 1902

The Administration Offices are in George Washington Hall.

Office hours—Week days, 9 A.M. to 12 Noon, and (except Saturday) 2 P.M. to 5 P.M. Appointments should be made in advance, if possible.

*On leave of absence in military service.

FACULTY

CHARLES EMERSON STONE, Ph.B. 158 Main Street
Instructor in French, Emeritus

ARCHIBALD FREEMAN, A.M. Cortland, N. Y.
Instructor in History, Emeritus

JAMES CHANDLER GRAHAM, S.B. Wildwood Farm
Instructor in Natural Sciences, Emeritus

JOHN LEWIS PHILLIPS, A.B. Glen Ridge, N. J.
Instructor in Latin, Emeritus

FREDERICK EDWIN NEWTON, Ph.B. 14 Chestnut Street
Instructor in Mathematics, Emeritus

CHARLES ARTHUR PARMELEE, A.M.
Instructor in French, Emeritus Deer Island, Newburyport

*ARTHUR WILLIS LEONARD, A.B. 36 Central Street
Instructor in English, Emeritus

HORACE MARTIN POYNTER, A.B. 6 School Street
Instructor in Latin on the Samuel Harvey Taylor Foundation
Appointed 1902

GEORGE WALKER HINMAN, A.M. 42 Salem Street
Tutor in Latin and German Appointed 1906

GEORGE FRANKLIN FRENCH, A.M. Hidden Field
Instructor in French Appointed 1907

*Deceased, December 26, 1941.

FREDERICK MAY BOYCE, A.M.	154 Main Street
Instructor in Physics	Appointed 1909
OSWALD TOWER, A.B.	32 Phillips Street
Instructor in Mathematics	Appointed 1910
*FRANK O'BRIEN, A.B.	6 Highland Road
Instructor in English	Appointed 1910
CARL FRIEDRICH PFATTEICHER, PH.D., TH.D.	
Instructor in Music and Philosophy on the Martha Cochran Foundation	173 Main Street Appointed 1912
FREDERIC WILLIAM HEATON STOTT, A.B.	
Instructor in English	Williams Hall Appointed 1912
MONTVILLE ELLSWORTH PECK	1 Highland Wayside
Physical Director	Appointed 1916
ROY EVERETT SPENCER, A.B.	21 Phillips Street
Instructor in English	Appointed 1917
LESTER CHARLES NEWTON, A.M.	29 Highland Road
Instructor in French	Appointed 1918
FRANK MAY BENTON, A.B.	9 Salem Street
Instructor in Latin on the John Charles Phillips Foundation	Appointed 1918
WINFIELD MICHAEL SIDES, S.B.	89 Bartlet Street
Instructor in Mathematics on the Alfred Ernest Stearns Foundation	Appointed 1919
RAY ARTHUR SHEPARD, S.B.	50 Salem Street
Director of Physical Education	Appointed 1919

*On leave of absence during the academic year, 1941-1942.

ROSCOE EDWIN DAKE, S.B. Hidden Field
Instructor in Chemistry on the George Peabody Foundation
Appointed 1921

JOHN SEDGWICK BARSS, A.M. Hidden Field
Instructor in Physics Appointed 1923

M. LAWRENCE SHIELDS, A.B. Foxcroft 13
Instructor in Biology on the Cecil F. P. Bancroft Foundation
Appointed 1923

GUY JOHNSON FORBUSH, A.B. Bartlet 5
Instructor in French 1917-1920, re-appointed 1924

ALAN ROGERS BLACKMER, A.M. 80 Bartlet Street
Instructor in English on the Jonathan French Foundation
Appointed 1925

SCOTT HURTT PARADISE, A.M. Hidden Field
Instructor in English 1924-1925, re-appointed 1926

KENNETH SMITH MINARD, A.M. 17 Salem Street
Instructor in History Appointed 1928

GEORGE KNIGHT SANBORN, A.B. Rockwell House
Instructor in Mathematics Appointed 1928

DIRK HUGO VAN DER STUCKEN Paul Revere 6
Instructor in German Appointed 1928

EMORY SHELVY BASFORD, A.B. Bartlet 18
Instructor in English Appointed 1929

ALFRED GRAHAM BALDWIN, A.B., B.D. Hidden Field
School Minister and Instructor in Religion Appointed 1930

WILLET LAWRENCE ECCLES, PH.D. Hidden Field
Instructor in Chemistry Appointed 1930

ROBERT EDWARD MAYNARD, S.B. 1 Judson Road
Instructor in Mathematics Appointed 1931

BERNARD LEO BOYLE, Jr., A.B. Day 8
Instructor in Biology Appointed 1932

ALLAN THOMPSON COOK, A.B. Bishop 30
Instructor in English Appointed 1932

LEONARD FRANK JAMES, A.M. 6 Highland Road
Instructor in History Appointed 1932

LIONEL DENIS PETERKIN, A.M. 25 Hidden Road
Instructor in Latin on the Elizabeth Milbank Anderson Foundation
Appointed 1932

FREDERICK ELLSWORTH WATT, S.B. Eaton 7
Instructor in Mathematics Appointed 1932

GEORGE GRENVILLE BENEDICT, A.M. 193 Main Street
Instructor in English 1930-1932, re-appointed 1933

DOUGLAS SWAIN BYERS, A.M. Phillips Street
Instructor in Anthropology Appointed 1933

ARTHUR BURR DARLING, Ph.D. 238 Main Street
Instructor in History on the Ammi Wright Lancashire Foundation
1917-1918, re-appointed 1933

BARTLETT HARDING HAYES, Jr., A.B. Phillips Street
Instructor in Art Appointed 1933

ROGER WOLCOTT HIGGINS, A.M. Rockwell House
Instructor in English Appointed 1933

ALSTON HURD CHASE, Ph.D. Paul Revere 23
Instructor in Greek Appointed 1934

*NORWOOD PENROSE HALLOWELL, Jr., A.B.
Instructor in English 234 Main Street
Appointed 1934

DONALD MERRIAM LEITH, Ph.D. Taylor Hall
Instructor in History 1929-1931, re-appointed 1934

FRANK FREDERIC DI CLEMENTI, S.B. Junior House
Instructor in the Department of Physical Education Appointed 1935

JAMES HOOPER GREW, A.B. 169 Main Street
Docteur ès Lettres de l'Université de Paris
Instructor in French Appointed 1935

HENRY PRESTON KELLEY, A.M. 3 Hidden Road
Instructor in Spanish 1918-1928, re-appointed 1935

REGINALD ISAAC WILFRED WESTGATE, Ph.D.
Instructor in Latin 25 Highland Road
Appointed 1935

†PHILIP KIRKHAM ALLEN, A.B. 1 Highland Road
Instructor in English Appointed 1936

FREDERICK SCOULLER ALLIS, Jr., A.M. Johnson Hall
Instructor in History Appointed 1936

WILBUR JOSEPH BENDER, A.M. Hidden Field
Instructor in History Appointed 1936

CHESTER ARCHIBALD COCHRAN, A.M. Bancroft 1
Instructor in French Appointed 1936

*On leave of absence in naval service.
†On leave of absence in military service.

*ARNOLD MILLS COMBRINCK-GRAHAM, Jr., A.M.
Instructor in French 157 Main Street
Appointed 1936

GEORGE LITTLE FOLLANSBEE, A.B. Andover 7
Instructor in Biology Appointed 1936

HERBERT LEIGH KINSOLVING, A.M. Foxcroft 5
Instructor in Mathematics Appointed 1936

OTIS CHASE SEVERANCE, S.B. 12 Highland Road
Instructor in Mathematics Appointed 1936

STEPHEN WHITNEY, A.M. 45 Salem Street
Instructor in French Appointed 1936

WALTER HASENCLEVER 11 School Street
Dr. jur. Heidelberg University Appointed 1937
Instructor in German

FLOYD THURSTON HUMPHRIES, A.B. 147 Main Street
Instructor in French Appointed 1937

HART DAY LEAVITT, A.B. 12 School Street
Instructor in English Appointed 1937

MILES STURDIVANT MALONE, Ph.D. Taylor Hall
Instructor in History Appointed 1937

WILLIAM HAYES BROWN, A.B. 141 Main Street
Instructor in English Appointed 1938

†PAUL LACHLAN MacKENDRICK, Ph.D. Pemberton 4
Instructor in Latin Appointed 1938

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*On leave of absence during the academic year 1941-1942.
†On leave of absence in naval service.

RICHARD SAWYER PIETERS, A.M. Day 29
Instructor in Mathematics Appointed 1938

ROBERT WHITTEMORE SIDES, A.B. Hidden Field
Instructor in Mathematics Appointed 1938

NORMAN ÉTIENNE VUILLEUMIER, A.B. Bishop 10
Instructor in English Appointed 1938

JOHN BROMHAM HAWES, III, A.B. Bancroft Hall
Instructor in English 1933-1936, re-appointed 1939

ROBERT BEDFORD WOOLSEY, A.B. Tilton House
Instructor in Latin Appointed 1939

JOHN KINGSBURY COLBY, A.M. 143 Main Street
Instructor in Latin Appointed 1940

*HARPER FOLLANSBEE, A.B. Appointed 1940
Assistant in Biology

JOHN SAMUEL MacSPORRAN, A.B. Williams Hall
Instructor in Latin Appointed 1940

PATRICK MORGAN, A.B. 89 Abbot Street
Instructor in Art Appointed 1940

WILLIAM HEARTT REESE, Ph.D. 73 Bartlet Street
Assistant in Music Appointed 1940

WALTER GIERASCH, A.B. Johnson Hall
Instructor in English Appointed 1941

JOHN THOMAS BURKE, M.Mus. 77 Bartlet Street
Instructor in Music Appointed 1941

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*On leave of absence in military service.

PRESCOTT COAN, A.B. — Pemberton 4
Instructor in Chemistry — Appointed 1941

ALFRED DONALDSON COMPTON, JR., M.S.
Instructor in Biology — 153 Main Street
Appointed 1941

CECIL ANDREW EWING, A.B. — 215 Main Street
Instructor in Mathematics — Appointed 1941

DUDLEY FITTS, A.B. — Adams Hall
Instructor in English — Appointed 1941

JOSEPH NATHANIEL GREENE, JR., A.B. — Rockwell House
Assistant — Appointed 1941

EDWARD TUCK HALL, A.B. — Williams Hall
Instructor in English — Appointed 1941

HARLAND GEORGE LEWIS, A.B., B.D. — Draper Cottage
Assistant School Minister — Appointed 1941
Instructor in Religion

FRANCIS BERTRAND McCARTHY, A.B. — Adams Hall
Instructor in English — Appointed 1941

W. BROOKE MORGAN, JR., A.M. — Williams Hall
Instructor in Mathematics — Appointed 1941

JOHN EDWARD PETRIE, A.B. — 77 Bartlet Street
Instructor in History — Appointed 1941

JOSEPH STAPLES, A.B. — 157 Main Street
Certificat d'Études Françaises, Université de Paris
Instructor in French — Appointed 1941

STANLEY FRANKLIN SCOTT, A.B. — 77 Bartlet Street
Assistant in the Department of Physical Education — Appointed 1942

OLIVER WENDELL HOLMES LIBRARY

MRS. THERESA WALLEY RICHARDSON, S.B.
Librarian 23 Salem Street

RUTH BROWN, A.B. 78 Main Street
Chief Cataloguer and Custodian of the Charles H. Forbes Collection of Vergiliana

ELIZABETH EADES, A.B., S.B. 67 Bartlet Street
Reference Librarian

ELIZABETH M. BOYCE, S.B. 154 Main Street
Assistant in the Library

VIRGINIA REMINGTON North Main Street
Secretary in the Library

ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

DOUGLAS S. BYERS, A.M. Phillips Street
Director

FREDERICK JOHNSON, S.B. 1 Woodland Road
Curator

ALFRED VINCENT KIDDER, PH.D. Beverly Farms
Research Associate in Southwestern Archaeology

EVELYN WILLETT Haverhill
Secretary and Librarian

ADDISON GALLERY OF AMERICAN ART

BARTLETT HARDING HAYES, Jr., A.B. Phillips Street
Director

ANNE P. PEABODY 42 Salem Street
Registrar

HELEN M. O'BRIEN Lawrence
Secretary

THE DEPARTMENT OF HEALTH

JAMES ROSWELL GALLAGHER, M.D. 51 Highland Road
School Physician

GUSTAV GROSVENOR KAUFMANN, M.D.
Assistant School Physician 15 School Street

KATHRYN PARK, R.N., B.N. The Isham Infirmary
Head Nurse

MRS. MARION COLE Lawrence
Secretary to the School Physician

OTHER OFFICERS

E. ROSAMOND GREENWOOD, A.B. Lawrence
Secretary to the Headmaster

NETTIE I. CROSBY Lawrence
Assistant Secretary to the Headmaster

ANN S. LESLIE *Secretary in the Treasurer's Office*	100 Highland Road
EVELYN JENKINS, A.B. *Secretary to the Dean*	Ballardvale Road
RUTH M. WHITEHILL *Secretary to the Registrar*	Porter Road
MRS. EUNICE L. DAILEY *Accountant*	41 Summer Street
MARION E. HILL *Secretary in the Purchasing Department*	93 Central Street
MRS. ISABEL R. MURPHY *Secretary in the Maintenance Department*	Ballardvale
MRS. HELEN B. CANNON *Alumni Recorder*	54 Salem Street
MRS. RUTH A. WHITE *Secretary to the Associate Treasurer*	36 Central Street
MRS. MARY W. MORRISON *Matron of Williams Hall*	Williams Hall
ROBERT A. LEETE *Manager of the Commons*	73 Bartlet Street
MRS. ELEANOR H. KESNER *Dietitian of the Commons*	26 Salem Street

ACADEMY PREACHERS 1941-1942

September	14	Dr. Claude M. Fuess
	21	Rev. A. Graham Baldwin
	28	Dr. Boyd Edwards
October	5	Rev. Harland Lewis
	12	Rev. Hoyt Palmer
	19	Dr. Rufus M. Jones
	26	Rev. James Gordon Gilkey
November	2	Rev. A. Graham Baldwin
	9	Dr. J. Seelye Bixler
	16	Rev. Halford E. Luccock
	23	Rev. Brainard F. Gibbons
	30	Rev. A. Graham Baldwin
December	7	Dr. Alfred E. Stearns
	14	Dr. Claude M. Fuess
January	11	Rt. Rev. Henry W. Hobson
	18	Rev. Charles R. Brown
	25	Rev. Grant Noble
February	1	Rev. Henry H. Tweedy
	8	Rev. Vivian Pomeroy
	15	Rev. Samuel A. Eliot
	22	Rev. A. Graham Baldwin
March	1	Rev. Erdman Harris
	8	Rev. Harland Lewis
April	5	Rev. A. Graham Baldwin
	12	Rev. T. Guthrie Speers
	19	Rev. Henry S. Coffin
	26	Rev. Sidney Lovett
May	3	Rev. A. Graham Baldwin
	10	Rev. Arthur L. Kinsolving
	17	Rev. Howard Thurman
	24	Rev. Carl H. Elmore
	31	Rev. Theodore C. Speers
June	7	Dr. Claude M. Fuess

HISTORICAL SKETCH

PHILLIPS ACADEMY is situated at Andover, in the County of Essex, Massachusetts. The Constitution and original deed of gift of the Academy was signed April 21, 1778, by Esquire Samuel Phillips, of the north parish of Andover, and his brother, John Phillips, LL.D., of Exeter, New Hampshire, in the presence, and largely at the instance, of Samuel Phillips, Jr. (then but twenty-six years old), afterward judge of the Court of Common Pleas for Essex County, president of the Massachusetts Senate, and lieutenant governor of the Commonwealth. By this act the Trustees of Phillips Academy became owners of the land in the south parish of Andover on which the chief buildings of the school now stand, together with other endowment comprising further lands in Andover, two hundred acres in Jaffrey, New Hampshire, and the sum of one thousand six hundred and fourteen pounds.

The Constitution, which sets forth in detail the plan for the School and the obligations of the Trustees and Master, was written by Samuel Phillips, Jr., with the advice and aid of his friend, Eliphalet Pearson, who became first Master. The following passages are characteristic:

> A serious consideration of the premises, and an observation of the growing neglect of *youth*, have excited in us a painful anxiety for the event, and determined us to make, in the following Conveyance, a humble dedication to our Heavenly Benefactor of the ability, wherewith he hath blessed us, to lay the foundation of a public free School or Academy for the purpose of instructing Youth, not only in English and Latin Grammar, Writing, Arithmetic, and those Sciences, wherein they are commonly taught, but more especially to learn them the *great end and real business of living.*
>
> The Master is to give special attention to the health of the scholars, and ever to urge the importance of a habit of industry.

> But above all, it is expected that the Master's attention to the disposition of the *minds* and *morals* of the youth under his charge will exceed every other care; well considering that, though goodness without knowledge (as it respects others), is weak and feeble, yet knowledge without goodness is dangerous, and that both united form the noblest character, and lay the surest foundation of usefulness to mankind.
>
> This Seminary shall be ever equally open to youth of requisite qualifications from every quarter.
>
> And, in order to prevent the smallest perversion of the true intent of this Foundation, it is again declared, that the *first* and principal object of this Institution is the promotion of true Piety and Virtue; the *second*, instruction in the English, Latin, and Greek languages, together with Writing, Arithmetic, Music, and the Art of Speaking; the *third*, practical Geometry, Logic, and Geography; and the *fourth*, such other of the Liberal Arts and Sciences or Languages as opportunity and ability may hereafter admit, and as the Trustees shall direct.

By the Act of Incorporation, passed by the General Court, October 4, 1780, the Trustees were authorized to hold real estate to an annual value of five hundred pounds and personal estate to an annual value of two thousand pounds, "both sums to be valued in silver at the rate of six shillings and eight pence by the ounce."

The School was opened for instruction April 30, 1778, in a building which had earlier been used as a joiner's shop. The first preceptor was Eliphalet Pearson (1778-1786), a stimulating teacher and stern disciplinarian who established high standards of instruction. Shortly before he resigned to become professor at Harvard College, a new and larger wooden school-house was built. On November 5, 1789, George Washington, President of the United States, visited Andover, and addressed the students assembled on the Old Training Field. In 1808 Andover Theological Seminary for the professional training of Congregational ministers was established, largely through the efforts of the Phillips family and Dr. Pearson, and this new foundation was committed to the Trustees of Phillips Academy. In 1907 the theological trusts were transferred to a newly created independent board of trustees, and in 1908 Andover Theological Seminary was removed to Cambridge.

The fourth principal, John Adams (1810-1833), raised the repute of the school, increased the attendance, and enlarged the number of teachers. The second school-house was burned on January 28, 1818, and a new brick Academy designed by the famous architect Bulfinch was erected within a year. This "classic hall," described in Oliver Wendell Holmes's centennial poem, *The School Boy*, is still in use. In 1834-36 the dormitories known to so many generations of Phillips boys as "Latin Commons" and "English Commons" were built under the direction of Samuel Farrar, treasurer of the Academy.

Samuel H. Taylor, whose reign of thirty-three years is as yet the longest in the school history, was elected principal in 1838. He was a strong and vigorous personality, who made an enduring impression on all who came under his influence. In 1866 a new Academy Building was erected through the gifts of many friends; it was afterward twice reconstructed, and finally razed in 1928. Dr. Taylor died on January 29, 1871, in the vestibule of the Academy.

The modern period of the School's history began in 1873 with the arrival of Cecil F. P. Bancroft, a man of foresight and clear vision, patience and shrewd discrimination, who was principal until his death in 1901. He made a complete revision of the curriculum, greatly broadening the range of studies and enabling the school to meet the entrance requirements of any college or scientific school, and he gathered about himself a larger and more efficient body of teachers. The attendance increased: in 1873 there were 262 pupils; in 1895, 524; and after 1892 the number never dropped below 400. Dr. Bancroft also strove to secure additions to the equipment; dormitories, a good laboratory, and the Borden Gymnasium were built through his efforts.

On June 5 and 6, 1878, Phillips Academy celebrated its centennial anniversary with elaborate exercises. At this time a fund of one hundred thousand dollars was raised, partly for the endowment of the principal's chair and for one in Latin.

In 1901 the Trustees accepted a museum and large foundation for research in American Archaeology, the gift and legacy of Robert Singleton Peabody and his wife, Margaret Augusta Peabody.

Dr. Bancroft was succeeded in 1902 by Alfred E. Stearns, whose title was changed to Headmaster in 1928. The purchase in 1908 of the lands and buildings of Andover Theological Seminary greatly increased the resources of the Academy and made possible new development. During the World War the ambulance unit of Phillips Academy, which sailed overseas in April 1917, was the first to be organized by any American school. Of the alumni two thousand three hundred were enrolled in the military or naval service of the United States or its allies. The Memorial Tower, with a carillon of bells, commemorates the loyalty of the eighty-seven who gave their lives for their country. In 1920 more than one and a half million dollars was contributed by alumni and friends of the school, and from one-third of this fund Samuel Phillips Hall was built and the centre of the School permanently fixed in its present site. In the later years before that event, and in years succeeding, many other important buildings were given to the Academy, and the devotion of its alumni and friends has enlarged its endowment.

On May 18 and 19, 1928, Phillips Academy observed its sesquicentennial anniversary, at which the principal address was made by Calvin Coolidge, President of the United States.

The Sesquicentennial ushered in a period of physical expansion unexampled in the history of the school. Within four years Samuel F. B. Morse Hall, Paul Revere Hall, the Oliver Wendell Holmes Library, the Moncrieff Cochran Sanctuary, the Commons, the Andover Inn, the Addison Gallery of American Art, and the Cochran Chapel were all added to the school's equipment.

With the addition of these buildings Andover not only became one of the most beautiful schools in America but also gained unequalled facilities for stimulating the intellectual and cultural interests of the students. By the Enabling Act of 1929 the Trustees were empowered to hold property, real and personal, without limitation as to amount.

In 1933 Dr. Alfred E. Stearns, for thirty years Headmaster, who more than any other had built up the school's position and reputation, was forced through ill-health to resign. Professor Charles H. Forbes, who for over forty years had been one of Andover's most beloved teachers, assumed the duties of Acting Headmaster. With the death of Dr. Forbes on March 12, 1933, the Trustees appointed Dr. Claude M. Fuess Acting Headmaster, and on May 29 of the same year elected him Headmaster of the school.

During that year the curriculum was revised to its present form, emphasizing history, science, and the fine arts, and making the study of the classical languages optional. This revision was made with the aim not only of meeting changed educational conditions, but more especially of providing a broader cultural background for the pre-college student.

Two valuable additions to the physical equipment of the Academy, Rockwell House and the new wing of the Isham Infirmary, were ready for occupancy in 1935. The remodelling of the interior of Bulfinch Hall, completed in January 1937, provided headquarters for the Department of English. A Teachers' Pension Plan has recently been established through a fund raised by alumni and friends; and gifts from various sources have made possible the addition of many teachers to the staff, with a consequent decrease in the size of classroom sections.

AIMS OF PHILLIPS ACADEMY

The purpose of Phillips Academy, according to its Constitution, signed in 1778, is to teach "the great end and real business of living." Adapted to conditions of modern life, the aim of the modern Academy is essentially that of the older one: so to intensify and broaden the capacities of its students that they may go out into a larger world with trained minds and bodies, adequate cultural resources, high personal ideals, and a sense of responsibility to society.

By long tradition Andover believes in a type of education which makes boys resourceful, self-reliant, and independent. While offering in ample degree a necessary intellectual and moral discipline, it is motivated in its aims by a faith that friendly encouragement and sympathy are the best incentives to solid accomplishment. Recognizing that boys differ markedly one from another, the School makes every effort to adapt its methods to the individual student according to his special needs and aptitudes. Andover is not a place for the indolent or for those who still need guidance at each step of daily living; but normal boys of sound mind and character are fully able to meet and profit by the demands of its life.

Phillips Academy is dedicated to sound scholarship. It endeavors first of all to stimulate in its students a worth while curiosity about things of the mind,—to induce in boys a desire to educate themselves. It expects its students to acquire useful knowledge. It fosters the development of discriminating judgment and independence of thought. And through varied work in literature, music, and the arts, creative as well as appreciative, Andover tries to cultivate the imaginations and emotions of its boys.

Andover boys mingle socially with other boys from all sections of the country, some rich and some working for their education,

but all valued for themselves rather than for their positions or their antecedents. In their dormitory lives they are gradually given freedom commensurate with their age and experience. The relationship between boys and masters is one of mutual confidence and friendly coöperation. Through their intimate contacts with a cross section of American youth and association with the Faculty in their homes, Andover students may acquire social poise and confidence. Through participation in the school's extra-curricular activities, they may develop initiative and the power of leadership.

From its inception Andover has had as a primary aim the development of character. Today, as yesterday, it continues to promote the ideals of personal integrity and unselfish service which give point and direction to its whole educational policy. Its religious life, in harmony with modern thought, is a vital force in the Academy.

Phillips Academy is a liberal modern school with an ancient tradition. Its roots are in the past, from which it draws nourishment. But its spirit is that of the present, and it is always looking toward the future. Without embracing untested theories of education, it is on the alert to discover and utilize better methods for training American boys for service and leadership in modern American life.

THE COURSE OF STUDY

The curriculum of Phillips Academy provides instruction in several fields for every boy. It aims to consider the tastes, ambitions, and abilities of the individual boy without omitting in other fields those contacts which will be essential for sympathetic and intelligent reactions to the life about him. It is planned for boys who will enter college and scientific school, and instruction

is given in all subjects required for entrance to higher institutions. Class-room groups are small enough to permit individual attention. Students are placed in sections fitted to their attainment and ability.

The program of studies is given in detail on pages 41-45, but it may be noted here that boys who take the full four-year course study English during each of the four years, history during each year, mathematics for three years, science for two years, and foreign languages during at least three years (until three units of work are completed in one language and two in another). They also complete additional work in one or more of these fields. Furthermore, in the Lower Middle year they study the development of religious ideas; in the Upper Middle year they take a course in the appreciation of art and of music; and in the Senior year they may choose certain of their courses from a long list of elective subjects. Opportunity for practical work in art and in music is also provided.

During the war emergency, certain courses providing specialized training for military service have been added, and the content of others has been altered for the same general end; but the basic curriculum has been and will be maintained. The program continues to be fully preparatory for all colleges, scientific schools, and service schools.

CLASS OFFICERS

Every boy is assigned to a Class Officer, who advises in the selection of a course of study designed both to fulfill college entrance requirements and to meet the student's special interests. The Class Officer also assists in arranging schedules, and recommends such subsequent changes in schedule as are necessary or desirable.

PLAN OF RESIDENCE

Andover students live together in the academy dormitories or in faculty houses. Each dormitory or house is under the close supervision of the instructor who lives in it. Boys may room alone or with a roommate. The youngest boys live in Williams Hall, Junior House, and Tilton House, dormitories with their own dining hall, group of proctors, and special regulations. The more mature Juniors live in Rockwell House. In these buildings the boys receive the special care suited to their age. As boys make a successful transition from the home to school life and learn to use wisely the school's freedom, they move into the larger dormitories.

COUNSELORS

Each Andover student is under the direct charge of a Faculty Counselor, who is usually the master of the house in which the boy lives. This master knows intimately the background, the character, and the standing of each of his boys. With such knowledge of a student's individual needs, this Counselor acts as his friendly advisor in all that concerns his welfare and his happiness.

RELIGION

The religious program of the school is an outgrowth of the belief that education at its best involves the inculcation of ethical idealism and spiritual insight. These qualities are essential in learning "the great end and real business of living." The Headmaster and faculty recognize that the total program of the school should be grounded upon and consistent with the finest ethical and religious values man has discovered. To a certain degree, therefore, Andover's whole educational policy is dominated by a belief in the importance of ethics and religion.

The program of the school includes classroom study and discussion of religion, chapel services, and voluntary student activities of a social and religious nature. *Attendance at daily Assembly and at the church service on Sunday is required. The Sunday Services are conducted by the Headmaster, by the school ministers, and by visiting clergymen of various denominations. The Academy Church is a non-sectarian body with membership open to all. The Society of Inquiry and Circle A are student organizations which develop each year their own programs along lines of community welfare work, forum meetings, and discussion groups.

The school ministers teach the various courses in Religion and are in charge of all religious activities.

CULTURAL AIMS

Andover has always demanded and will continue to demand a high standard of accomplishment in the prescribed course of study. At the same time the school believes that a boy's interests should be widened as far as possible beyond the subjects of the curriculum. Through the Oliver Wendell Holmes Library, the Robert S. Peabody Foundation for Archaeology, the Addison Gallery of American Art, the Department of Music, and the Moncrieff Cochran Sanctuary the boys are given a chance to interest themselves in subjects which may in later life become delightful hobbies or even major pursuits and professions. The program of lectures and concerts offered by the school is designed not only to provide entertainment and instruction but also to illustrate the truth that people in the world outside the school, men and women

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*Upon written request from their parents or guardians students may be excused from attendance at Sunday Chapel to attend other churches in Andover.

of international reputation, have found in those subjects with which the boys may become acquainted here, an abiding joy and an absorbing life work.

THE ACTIVITIES PROGRAM

On Mondays, Tuesdays, Thursdays, and Fridays, the hour from one to two o'clock is set aside for non-athletic extra-curricular activities. Boys are then free, if they wish, to participate in any hobby they desire,—printing, wood-working, automobile mechanics, model planes and railroads, studio art, radio, communications, typewriting, and dramatics,—for all of which some equipment and instruction are provided. Some boys do special laboratory work or special reading. Others work on the publications, or sing in the Glee Club or play in the Orchestra or Band. Trips are arranged for the Outing Club on free afternoons, and also for groups with some special social or cultural interest. There are groups for the study of First Aid, Coastal Navigation, Rifle Shooting, and other interests appropriate to war time. The program is purely voluntary, but every encouragement is given to boys who wish to pursue a healthful and useful hobby.

LECTURES AND ENTERTAINMENTS

The following program of lectures and entertainments was given, without charge for admission, in the Meeting Room in George Washington Hall during the school year 1940-1941: Mr. Harrison Lakin on "Japan's Challenge in the Far East"; Mr. Vincent Palmer on "The Threshold of a New World"; Dr. Sigmund Spaeth in an exhibition of "tune detecting"; Mr. Grant Wood on "Regional Art"; Dr. T. Z. Koo on "Some Aspects of the Situation in China Today"; Mr. and Mrs. Ramkrishna S. Modak on "Everyday Life in India"; Mr. Norman Thomas on

"America's Future"; Mr. Wendelin Hilty in an illustrated lecture on skiing. Dr. Arthur H. Compton of the University of Chicago delivered the Alfred E. Stearns Foundation Lecture on the subject, "Cosmic Ray Adventures."

In addition to these entertainments and the year's program of concerts, numerous informal talks were given by faculty members and outside speakers for interested groups of students, and the stage of the Meeting Room was used for presentations by the Academy Dramatic Club and the Latin Players.

On Saturday evenings and special occasions motion pictures are shown in the Meeting Room, and frequent informal student entertainments and speaking contests are held there.

CONCERTS

Concerts were given by the following artists during the academic year, 1940-1941: Mr. Joseph Bonnet, organ; the Hampton Quartet; Mme. Kerstin Thorborg, contralto; Mr. Mischa Elman, violin; Luboshutz and Nemenoff, two pianos; Mr. Jorge Bolet, piano. The James C. Sawyer Foundation Concert was given by the New England Conservatory of Music Orchestra, with Mr. Jesus Maria Sanroma as soloist. There were also recitals by pupils of the Music Department, performing on the piano, organ, and violin.

Following the Sunday morning services during the fall and the spring terms, and preceding the vesper services during the winter term, the Director of Music regularly plays an informal, half-hour organ recital on the Martha Cochran Memorial Organ in the Cochran Chapel. During the academic year 1941-1942 he is playing the complete organ works of J. S. Bach.

During the fall and spring terms there are frequent carillon recitals upon the thirty-seven bells in the Memorial Tower. The carillon music is frequently supplemented by a choir of brass instruments.

HEALTH SUPERVISION

Under the supervision of the School Physician a definite program is carefully followed in an effort to prevent disease or to control its spread, to maintain a satisfactory community hygiene, and to diagnose and treat illnesses and injuries which may occur. Every student is given a thorough medical examination at the beginning of each school year, and proper recommendations are made and a report sent to the parents.

The Isham Infirmary is a modern, well-equipped small hospital, efficiently managed and attentive to each individual's needs and comfort. Five graduate nurses are in residence during the entire school year, and this number is increased when necessary. Adequate laboratory and X-ray facilities are available.

The illnesses and injuries which arise in the student body are cared for by the School Physician. Associated with him is an assistant physician, who insures a continuity in policy and treatment in his absence. A staff of consultants, composed of prominent Boston physicians and surgeons, is available. These men also are members of this department's Advisory Board, and they meet and discuss with the School Physician problems and policies of health administration as they arise. At the present time the members of the Advisory Board are Drs. Arthur W. Allen, W. Lloyd Aycock, Franklin G. Balch, J. Dellinger Barney, Donald King, Edwin Place, George Tobey, and George Van Gorder. It is the policy of the department to seek expert advice without hesitation in order to assure the student of the best medical opinion. Cases requiring major surgical procedures are hospitalized in Boston unless the parent prefers otherwise. Parents are notified promptly of any illness and are kept well informed concerning its course. Dr. Adelbert Fernald, a Boston dentist who specializes in the straightening of teeth, visits the Infirmary one day each week. Any orthodontia which has been begun at home may be carried on here by this specialist, in cooperation with the student's own dentist.

Every boarding student is required to pay an Infirmary Fee of twenty-five dollars, which entitles him to health supervision and medical care. There is no charge for care of students confined to the Infirmary because of illness, no matter how prolonged the patient's stay, but parents are responsible for the fees of consulting physicians and private nurses in the rare instances when these are necessary. The Academy rules require that each student upon entering school present either a scar of vaccination against smallpox or a physician's certificate stating the date of vaccination, and also evidence of having had a negative Schick Test or of having had the toxoid or toxin-antitoxin prophylaxis against diphtheria. Tetanus toxoid immunization is advised and will be carried out by the School Physician at any parent's request.

PHYSICAL TRAINING

All students are required to take some form of supervised exercise at least four times a week throughout the school year. Upon entering the School each boy is given a careful physical and medical examination. He is also given a physical efficiency test. If he passes this, he may elect the sport which he desires to follow. If he does not pass it, he is given special developing exercises suited to his particular needs. Special attention is given to those who lack normal development or have postural defects. The greater part of the exercise of the normal boy is taken in the form of sports, either with the School teams or with one of the four athletic groups into which the School is divided in order that students may compete with others of their own size, age, and ability. Special emphasis is placed on conditioning exercises for all school teams and for intramural teams in all sports. No student is allowed to compete on School teams without permission of the

Director of Physical Education. The Academy assumes no responsibility for injuries sustained by students while participating in such exercise or sports, except that the School Physician's services shall be rendered and infirmary care provided without charge.

Students are advised to bring their athletic equipment with them when they come.

REQUIREMENTS FOR ENTRANCE

The requirements for admission to Phillips Academy consist of evidence of good character and a satisfactory school record. Because the Academy cannot receive all who apply for admission and who can meet its minimum requirements, it is accustomed to discriminate among the candidates on the basis of their records and promise. Candidates for entrance should take examinations as specified below; but the school record already made determines to a large extent the decision on each application.

Candidates are strongly advised to enter as early in the course as possible. Only a small number can be received in the Senior Class and a slightly larger number in the Upper Middle Class. It is much easier, as well as more profitable, to enter a lower class at the appropriate age than to secure admission to a higher class later.

Students in the Academy arrange their work in accordance with the Course of Study as outlined on pages 41-45. This outline exhibits the work which is done each year by a student who is neither behind nor ahead of his class in any subject. It is not required that all the studies of a student shall be in the class in which he is rated; he is permitted to take individual subjects below or above that class if his preparation in the prerequisites of those subjects justifies such action. But usually a student is not permitted to take courses in one class to the exclusion of uncompleted courses in a lower class, except in subjects continuing through successive years.

The examinations ordinarily required for entrance to the different classes are specified below. Each candidate should take the examinations for which his previous work fits him, irrespective of the class groups in which the subjects are listed.

JUNIOR CLASS

Boys of good scholastic ability should be able to enter the Academy when they have completed the work of the eighth grade and have reached the age of thirteen or fourteen. Their attainments in their studies will be estimated from their school records and from entrance examinations in Arithmetic and in English, which all candidates for the Junior Class are required to take. The examination in Arithmetic covers common and decimal fractions, square root, denominate numbers, percentage, and interest. The examination in English includes a test in spelling and in composition and covers such essentials of formal English grammar as are treated in Kittredge and Farley's *Concise English Grammar* (Ginn).

Some acquaintance with a foreign language is helpful; although not essential, it is recommended. Boys who have a sufficient knowledge of Latin or French to enter an advanced section of Latin 1 or French 1 should write an entrance examination in Latin or French also; and those who are prepared to enter an advanced section of Mathematics 1 should write the entrance examination in Algebra set for that purpose. The Latin and French examinations will be based on the Latin Beta and French 1 requirements of the Secondary Education Board; and the Algebra paper will be upon the topics covered in Parts I of Chapters I-XI of Durell and Arnold's *First Book in Algebra* (Merrill)—enlarged edition.

In place of its own examinations the Academy accepts certain examinations of the Secondary Education Board. The Board's Mathematics III Arithmetic and English III are accepted for entrance to the Junior Class. Boys who score sufficiently well on the Board's Latin Beta paper will be placed in advanced sections of Junior Latin; those who qualify on its French I paper will be placed in an advanced section of Junior French.

LOWER MIDDLE CLASS

For entrance to the regular work of the Lower Middle year, examinations are required on the work of the Junior year in

Algebra, in English, and in foreign language. This work is outlined on pages 42 and 44 and is described in pages 46-72. Credit for the History and Science of the Junior year may be granted on the school record without examination.

In place of its own examinations the Academy accepts certain examinations of the Secondary Education Board. Its Mathematics IV, English IV, Latin Gamma, and French III examinations are accepted for entrance to Mathematics 2, English 2, Latin 2, and French 2 respectively.

UPPER MIDDLE CLASS

Candidates for the Upper Middle Class should write ordinarily the Academy's examinations for entrance to English 3, *Mathematics 3A or 3B, and also examinations in other subjects amounting to four or in some instances to three units. Most candidates should write examinations covering two units of one foreign language and one or two units of a second foreign language.

Boys who have consistently ranked in the highest quarter of their class may apply for entrance without examinations.

SENIOR CLASS

Candidates for admission to the Senior Class must secure credits which cover the work of the Academy's three lower years or its equivalent. Examinations set by the Academy in English and in other subjects studied by the candidate in the current school year are usually required.

Boys who have consistently ranked in the highest quarter of their class may apply for entrance without examinations.

*The examination for entrance to Mathematics 3A will cover the work of the Academy's Mathematics 2 course, outlined on page 62.

Mathematics 3B is for boys who have had less algebra but more geometry than is required for 3A. The examination for entrance to Mathematics 3B covers algebra through quadratic equations with one unknown quantity. A good working knowledge of fractions, radicals, and exponents is essential. The examination also covers the first four books of plane geometry and requires the skill to solve exercises of moderate difficulty.

PROCEDURE IN APPLYING

In making application for admission to the Academy the form in the back of this catalogue should be filled out carefully and completely and forwarded to the Dean of the Academy. Testimonial letters must either accompany it or be sent later. A small photograph of the boy is required. Whenever possible, it is desirable that the applicant for admission have an interview with the Dean or the Assistant Dean. Appointments for such interviews should be made in advance.

Certificates of standing in schools formerly attended are required. In May the Academy sends to these institutions for complete official records of the candidates' work.

Each candidate should take in June such examinations as the requirements outlined on pages 36-38 demand. Boys should not count on qualifying by means of September examinations without definite assurance from the school authorities of the possibility of their admission in this way.

Rooms are assigned to incoming students in August, in the order in which their admission applications are filed.

Parents are referred to the section on Health Supervision (pages 33-34) for the Academy's regulations regarding immunization against certain infectious diseases.

ENTRANCE EXAMINATIONS

The Phillips Academy entrance examinations will be held on Monday, Tuesday and Wednesday, June 15, 16, and 17, 1942. The schedule of hours is announced in May. The examinations will be given as follows:

in Andover: Samuel Phillips Hall, Phillips Academy;
in New York: Room 309, School of Business Building, Columbia University;
in other cities by special arrangement.

For examinations in Andover there is a fee of $2.00. For examinations outside of Andover a fee of $5.00 is required.

The Secondary Education Board's examinations (which may be used for entrance to the Junior and Lower Middle classes) will be given in many cities on June 1, 2, and 3.

On Tuesday, September 22, 1942, the Academy examinations will be held in Andover only, at 9.00 A.M., according to a schedule of rooms and hours announced at that time.

A pamphlet of the Academy's 1941 examination papers will be supplied upon request. It contains examinations for entrance to the Junior and Lower Middle classes, and papers for entrance to Upper Middle and Senior English and Upper Middle Mathematics. In other subjects the Academy has, until now, used College Board examinations.

COURSE OF STUDY

1941-1942

*SYNOPSIS OF COURSES

As the curriculum is planned to effect a progressive development, it is desirable for the student to take the entire course in the Academy. Admissions to the two upper classes are therefore limited.

In choosing his course of study, the student should consider as early as possible what college or technical school he intends to enter. A proper choice of course and of elective subjects will prepare fully for any higher institution.

In the following synopsis, the courses designated by double letters—EE, FF, GG—provide for the study of two foreign languages instead of one in the Junior year. They are reserved for students whose previous achievement in foreign languages has been distinguished, and may be elected only by permission of the Academy.

Physical Training (4 hours a week) is required of all students.

The numbers immediately following a subject indicate successive courses. The courses are described on pages 46-72.

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*See page 36, third paragraph.

COURSE D *Latin and Greek*		COURSE E †*Latin and French*		COURSE F *Latin and German*	COURSE G †*French and German*	
JUNIOR						
Latin 1	5	Latin 1	5	Like E except that languages are Latin and German	French 1 *or* German 1	5
Mathematics 1	5	Mathematics 1	5		Mathematics 1	5
English 1	4	English 1	4		English 1	4
El. Science	3	El. Science	3		El. Science	3
History 1	3	History 1	3		History 1	3
	20		20			20
LOWER MIDDLE						
Latin 2	4	Latin 2	4		French 2 *or* German 2	4
Greek 1	4	French 1	4		German 1 *or* French 1	4
Mathematics 2	4	Mathematics 2	4		Mathematics 2	4
English 2	4	English 2	4		English 2	4
Religion	2	Religion	2		Religion	2
History 2	2	History 2	2		History 2	2
	20		20			20

UPPER MIDDLE

Latin 3	5	Latin 3	5	French 3 *or* German 3	
		or *Science	4	*or* *Science	4
Greek 2	5	French 2	4	German 2 *or* French 2	4
Mathematics 3	4	Mathematics 3	4	Mathematics 3	4
English 3	3½	English 3	3½	English 3	3½
History 3	3	History 3	3	History 3	3
		Art and Music	2	Art and Music	2
	—		—		—
	20½		21½ *or* 20½		20½
Art and Music (*Elective*)	2				

SENIOR

English 4	4	English 4	4	English 4	4
Two of		History 4	5	History 4	5
Greek 3	4	*Science (if not taken in U. M.)	4	*Science (if not taken in U. M.)	4
*Science	4				
History 4	5				
	—		—		—
‡Electives to total	19	‡Electives to total	19	‡Electives to total	19

*viz: Biology *or* Chemistry *or* Physics

†In special circumstances Spanish may be the second language in this course.

‡In general, the minimum foreign language requirement in each course is three years of one foreign language and two years of a second foreign language. See page 45 for list of Senior Electives.

COURSE H *German and Greek*		COURSE I *French and Greek*	COURSE †EE		COURSE FF	COURSE †GG
JUNIOR			For explanation of double-letter courses see page 41			
German 1	5	Like H except that languages are French and Greek	Latin 1	5	Like EE except that languages are Latin and German	Like EE except that languages are French and German
Mathematics 1	5		Mathematics 1	5		
English 1	4		English 1	4		
El. Science	3		French 1	4		
History 1	3		History 1	3		
	20			21		
LOWER MIDDLE						
German 2	4		Latin 2	4		
Greek 1	4		French 2	4		
Mathematics 2	4		Mathematics 2	4		
English 2	4		English 2	4		
Religion	2		Religion	2		
History 2	2		El. Science	2		
	20			20		
UPPER MIDDLE						
German 3 *or* *Science	4		Latin 3	5		
			or *Science	4		
Greek 2	5		French 3 *or* Greek 1	4		
Mathematics 3	4		Mathematics 3	4		
English 3	3½		English 3	3½		
History 3	3		History 3	3		
Art and Music	2		Art and Music	2		

SENIOR

English 4	4	English 4	4
History 4	5	History 4	5
*Science (if not taken in U. M.)	4	*Science (if not taken in U. M.)	4
‡Electives to total	19	‡Electives to total	19

*viz: Biology *or* Chemistry *or* Physics

†In special circumstances Spanish may be the second language in this course.

‡In general, the minimum foreign language requirement in each course is three years of one foreign language and two years of a second foreign language.

SENIOR ELECTIVES

Contemporary Literature	3
Public Speaking	2
French 1	4
French 1-2	5
French 3	4
French 4	4
French 5	2
German 1	4
German 1-2	5
German 3	4
German 4a	2
German 4b	2
German 5	2
Greek 1	4
Greek 1-2	5
Greek 2	5
Greek 3	4
Greek 4	1
Greek Literature in English	2
Latin 1	5
Latin 4	5
Latin (Horace)	1
Latin (Catullus)	1
Latin Composition	2
Spanish 1	4
Spanish 3	4
History 4	5
History 5	1
History of Civilization	1
Mathematics 4	4
Mathematics 6	1
Mathematics 7	4
Mechanical Drawing	2
Biology	4
Chemistry	4
Physics	4
Anatomy and Evolution	2
Anthropology	2
Astronomy	1
Introduction to Art and Music	2
Studio Art	2
Advanced Art	2 or 4
Harmony	2
Piano or Organ	2
Senior Music Appreciation	2
Music Major	4
Philosophy	2
Religion 2a	2
Religion 2b	2
Social Problems	2
Communications	1
Map Reading	2
Navigation	2

DESCRIPTION OF COURSES

ENGLISH

The main purposes of the English courses are to help boys to write and speak clear, idiomatic English; to understand as fully as possible what they read; to increase the range and depth of their understanding of men and society through knowledge of the best English and American literature; and, in the process of developing standards of judgment and of taste, to find enduring pleasure in reading good books.

In each of the four years of English, boys are sectioned according to their particular aptitudes and preparation. Classes range in size from ten to fifteen boys. Individual conferences at frequent intervals constitute an important part of the work. The above provisions make possible an adaptation of the work of each course to the needs and capacities of classes and of individuals. Boys assigned to honor sections are thus enabled to cover the ground more rapidly and thoroughly and to exercise more freely their individual abilities.

Throughout the English program stress is laid upon the operations of language,—on the ways in which words are used, in speech and in writing, to convey meanings. To provide concentrated training in the basic skills of reading, writing, and speaking, without reasonable mastery of which effective work in school or college is difficult, certain hours, noted in the course descriptions below, are set aside for that specific purpose.

The following is a brief summary of the main emphases and kinds of work done in each of the four required years of English. It should be noted that a syllabus of the work covered by any given year of English cannot be given here. Although continuity is maintained throughout the English program and the main

emphases for each course are established by the Department, selection of specific teaching materials and methods of instruction are frequently left to the individual teacher so that he may shape his course most effectively to the needs and background of his class. Consequently texts vary from year to year and from teacher to teacher. No one class will read all of those listed below for each course.

ENGLISH 1. This course meets five periods a week, three of which require outside preparation. The prepared hours are devoted to (1) a review of grammar, spelling, and punctuation; (2) the reading and discussion of various types of literature; and (3) composition, at first narration and description, later elementary exposition.

Students are sectioned in English 1 according to the quality of their preparation in the fundamentals of English grammar. Those who need intensive review of fundamentals devote about twice as much time to grammar as to literature; the others reverse the proportion. Representative texts read in English 1 are *Adventures in Reading* (Harcourt, Brace), *Romance* (Houghton Mifflin), *Ivanhoe*, *The Tale of Two Cities*, *David Copperfield*, *Kidnapped*, *Arundel*, *The Yearling*, *Old Greek Folk Stories* (Houghton Mifflin), *The Dauber*, *The Merchant of Venice.*

One of the two unprepared hours is devoted to speech work, mainly to the skills involved in effective reading aloud; the other is devoted to exercises in analytical reading of short passages of prose and poetry and to extemporaneous writing under the close guidance of the teacher. These hours are, in effect, tutorial hours given over to training in language.

ENGLISH 2. This course meets five periods a week, three of which require outside preparation. The prepared hours are devoted to (1) a brief review of grammar and then a study of the rhetoric of the sentence and the paragraph, based on Edgar's *A Minimum Course in Rhetoric* (Appleton Century); (2) the reading and discussion of various types of literature; and (3) composition, with increasing emphasis upon exposition.

Representative texts are *Adventures in Appreciation* (Harcourt, Brace), *Short Stories* (Harcourt, Brace), *Oliver Twist, The Rise of Silas Lapham, Silas Marner, Quentin Durward, Arrowsmith, The Admirable Crichton, Julius Caesar, Poems for Modern Youth* (Houghton Mifflin), and *Yesterday and Today* (Harcourt, Brace).

The unprepared hours are used as in English 1, with some practice now given in the making of brief speeches.

English 3. This course meets four periods a week, three of which require outside preparation. The prepared hours are devoted to (1) advanced study of the rhetoric of the sentence, the paragraph, and the whole composition; (2) the reading and discussion of various types of literature of increased maturity; and (3) composition, with emphasis upon the organization and development of ideas.

Representative texts in this year are *Far from the Madding Crowd, Henry Esmond, Victory, Of Human Bondage, Fortitude, Milestones of the Drama* (Harcourt, Brace), plays of Ibsen, Galsworthy, O'Neill, Anderson, Shaw, *Essays Old and New* (Harcourt, Brace), *Essays for Discussion* (Harpers), *Poems for Enjoyment* (Harpers), *John Brown's Body, The Odyssey, Macbeth.*

The unprepared hour throughout the first two terms is given over on alternate weeks to speech work and to exercises in close reading. In the spring it is devoted exclusively to practice in writing.

English 4. English 4 meets four periods a week, all requiring outside preparation. The work of this course gives continuing training, on an advanced level, in (1) the reading and discussion of the work of important English and American authors; (2) in detailed analysis of passages of prose and of poetry; and (3) in composition based on the student's reading and his reflection upon his experience.

Representative reading done in English 4 consists of the work of standard authors from Chaucer to Yeats, as found in *British Poetry and Prose* (Houghton Mifflin), *Tom Jones, The Ordeal of Richard Feverel, Lord Jim, Tess of the D'Urbervilles, The Scarlet Letter, Babbitt, For Whom the Bell Tolls,* plays from Sophocles to Shaw and O'Neill and including much Shakespeare, *Ways of Thinking and Writing* (Scribner's), *Essays of Three Decades* (Harpers), *The Mind in the Making, Understanding Poetry* (Holt), *The Chief Modern Poets of England and America* (MacMillan) Macaulay's *Essay on Johnson, Queen Victoria, Thought in English Prose* (Doubleday Doran).

In each English course, in addition to reading done for class discussion, students carry on outside reading which is guided, although not wholly prescribed, by the English teacher.

In each course opportunity and encouragement are also given for creative writing in short story, poem, and essay, and the Department sponsors a series of prize competitions throughout the year to stimulate interest in independent writing.

ENGLISH 5: GENERAL LITERATURE

ENGLISH 5: AMERICAN LITERATURE

These two courses, each meeting three periods a week, are elective courses open to students who have successfully completed four years of secondary school English or who have otherwise demonstrated ability to do advanced work in English.

The work of English 5: General Literature is an extension of that done in English 4, with greater freedom given to the student to do independent reading and writing. In the fall term the emphasis is upon outstanding examples of narrative and dramatic literature, including Tolstoy's *War and Peace*, certain of the plays of Shakespeare, and selected modern short stories and dramas; in the winter term the emphasis is upon prose of ideas, with careful study of many essays including Mill's *Essay on Liberty;* in the spring the emphasis is upon poetry and biography.

A basic text for this course, supplemented by others which vary from year to year, is *Approach to Literature* (Crofts), edited by Brooks, Warren, and Purser.

In addition to frequent class composition, students write two essays a term of 1500-2000 words upon a subject which grows out of their own reading and thinking and is chosen in consultation with their teacher.

The object of English 5: American Literature is to examine and interpret significant phases of the development of culture and civilization in the United States by a reading and study of selected books in American literature. Among others, the following American authors are studied carefully: Franklin, Thoreau, Hawthorne, Lowell, Whitman, Melville, Mark Twain, Poe, Henry James. Through the study of these men the course seeks to analyze the main tendencies of American thought as expressed in our literature before 1900. This study is supplemented by extensive outside reading in Parrington and Mumford to gain an understanding of American literature as the product of certain forces and ideas which have characterized American intellectual development. All books chosen for close reading are studied in their proper historical setting. Though there is no instruction in the art of composition as such, there are frequent reports and essays on topics appropriate to the course.

PUBLIC SPEAKING

It will be noted, in the description of the courses in English, that oral reading and speaking form a definite part of the work of the first three years.

In the Senior year a two-hour elective course provides training in expository and argumentative speaking and in reading aloud. In the speeches emphasis is placed on worth of material and on clearness of thinking, as well as on effectiveness of delivery. The text used is Sarett and Foster's *Basic Principles of Speech* (Houghton, Mifflin).

The Speak-o-Phone, a recording and reproducing instrument, is used in the work.

*FRENCH

The first year's work, French 1, comprises the principles of pronunciation and drill in the fundamentals of grammar, regular and irregular verbs, with abundant easy exercises for oral and written translation into French, and the reading of about one hundred pages of easy French prose. In 1941-1942 Fraser, Squair, and Carnahan's *Brief French Grammar* (Heath)—complete, and Ford and Hicks *An Alternate French Reader* (Holt), are being used as textbooks.

The work of the second year, French 2, includes a thorough review of elementary grammar and regular and irregular verbs, with continued work of more advanced nature in composition and translation. The work of this year meets the usual college requirements for two years of French. In the current year *A Practical French Grammar* by Olmsted and Sirich (Holt) forms the basis for the work in grammar. *Quelque Chose de Nouveau* (American Book) and similar texts provide material for translation.

In the third year, French 3, increased emphasis is placed upon a wider vocabulary and greater facility in translation and comprehension. More advanced work is done in composition and drill in the use of idiomatic expressions, and oral use of the language is encouraged. The course covers fully the normal college requirements for three years of French. Barton and Sirich's *Simplified French Review Grammar and Composition* (Crofts)—complete, Posgate's *French Short Stories* (Macmillan), and Daudet's *Tartarin de Tarascon* (Heath) are being used this year.

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*See footnote on page 57.

In French 4 the objective is ability to translate and comprehend material of greater difficulty and of more abstract content. The translation covers a wide range of prose selected from the writers since 1800. Free composition, continued practice in a wider use of idioms, and more extensive oral use of the language form an essential part of the course. College requirements for the fourth year of the language are satisfied.

French 5 is open to students who have completed College requirements in three years of French, or who have special permission of the French department and desire to keep up their knowledge of the subject in a two-hour course. The objectives of the course are to improve the student's knowledge of France, its geography and the French people, and to give him an opportunity to make practical use of the language by speaking, hearing, reading, and writing in French about French civilization.

French 1-2 is a five-hour course open to Seniors who have had sufficient language training. It affords the opportunity of obtaining, by intensive work, the equivalent of the material covered in French 1 and French 2.

*GERMAN

The Department of German offers a continuous course, covering four years, in which the emphasis is laid upon fluency of reading and the use of the spoken language.

The beginning course, German 1, four hours a week, gives the grammatical background, the skeleton of the language, and the simple forms of conversation. It insists on clarity of expression, vocabulary, and the ability to handle a language more highly inflected than the English. Reading begins in the middle of the winter term. Varied texts, such as the Hagbold series of stories and fables, miscellaneous well-known stories adapted to the knowledge

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*See footnote on page 57.

possessed by the pupils, and much sight-reading material furnished by the instructors are read during the rest of the year. Betz and Price's *Learning German—First Book* (American Book) has been used recently at a grammar.

Parallel with this course runs the GERMAN 1-2 course, for Seniors, which gives in five hours per week accelerated grammatical instruction and more advanced reading toward the end of the year. This course is designed for those who wish to continue German in college, or need it as a background for scientific and mathematical studies. The geography of Central Europe is included in this and the following courses.

GERMAN 2 amplifies reading knowledge and vocabulary. It starts with the reading of Diez's *Beginning German for Colleges* (Oxford Press), with emphasis on the grammatical and syntactic background of the language, and continued work in conversation. Reading of modern texts (mostly 20th century German) and, occasionally, the reading of a classical work, such as *Wilhelm Tell*, complete the course.

GERMAN 3 is an advanced course which develops and continues the above courses. The classes are conducted in German as much as possible. Reading material includes novels by Keyserling, Mann, Hausmann, Bahr, and other modern writers. Dictation in German on various literary and scientific topics is frequently given, including excerpts from the classics.

GERMAN 4 is a Senior course, completing the cycle. This course is given by two instructors, in two sections of two hours each, which may be taken separately or jointly. One emphasizes the handling of advanced German in dictation and conversation, and ends with the reading of classic poetry and excerpts from Goethe's *Faust* at the end of the year. The other deals with literary and scientific modern texts.

For advanced pupils who have completed the higher courses, at the Academy or elsewhere, a GERMAN 5 course of two hours is given, which is designed to keep the knowledge of the language alive and growing, and uses material adapted to the individual knowledge of the boy.

GREEK

The first year, Greek 1, is devoted mainly to forms and the most essential principles of syntax. Benner and Smyth's *Beginner's Greek Book* (American Book) is used. To aid the memorizing of inflections and vocabularies there are daily exercises, both oral and written, enforced by incessant drill. During the second and third terms, work in the grammar is supplemented by lessons either from a very simple Greek Reader, or from the initial chapters of Xenophon's *Anabasis*.

The second year, Greek 2, is occupied with Xenophon's *Anabasis*, Books I-IV, or an equivalent, with sight reading, translation from English into Greek, and grammar reviews. A general survey of Xenophon's more important works is made.

The third year, Greek 3, is spent mainly in reading selected books of the *Iliad* and the *Odyssey*, about 5000 verses being read during the year. After the dialect is mastered, more attention is given to the literary side of the poems and to the translation of Homer at sight.

A special course, Greek 1-2, is open to Upper Middlers and Seniors of high linguistic aptitude. In this course the elements of grammar are covered in the first term, simple Attic prose is read during the second, and easy portions of Homer during the third. Students wishing to take this course must have the permission of the instructor.

There is an elective course, Greek 4, in the Greek Testament —one hour a week—open to both Upper Middlers and Seniors.

A two-hour course in Greek Literature, open to Seniors only, is planned to give instruction in the history of the development of the chief literary forms—the epic, lyric, drama, and prose—through lectures, with outside reading in standard English translations. There will be constant reference to English, French, and other modern literary forms derived from the Greek. No knowledge of Greek is required for the course.

LATIN

In LATIN 1 the time is occupied with the mastery of such vocabulary, inflexions, and syntax as are covered in Pearson's *Essentials of Latin* (New York Edition—American Book Company). There is constant practice in the reading and writing of simple prose, and in observing the relation of Latin to English words. The course aims at a thoroughly dependable foundation for subsequent reading and study. As a prerequisite, candidates must have a competent knowledge of the fundamentals of English grammar.

In LATIN 2, Books I-IV of the *Gallic War* of Caesar, or equivalent amounts from a "Second Year Book," are studied. The study of vocabulary includes the mastery of the word list recommended by the College Entrance Examination Board for Second Year. Ample time is allotted to prose composition. There is continual practice in sight translation and reading aloud.

In LATIN 3, the course aims chiefly at training in reading Latin prose writings with increasing ease and surety. The work in Latin prose composition is devoted to connected narrative. The first and third orations against Catiline, the poet Archias, Verres (the Plunder of Syracuse), and other speeches, such as the Marcellus or the Manilian Law, may be read, or the equivalent amounts of other authors may be substituted. Vocabulary study includes the entire list recommended by the College Entrance Examination Board.

Students who have done good work in Latin and who intend to take only three years of the subject will be allowed to choose either Cicero or Vergil for their third year Latin. A special section in Vergil will be made for such boys.

In LATIN 4, effort is made to cultivate a sympathetic appreciation of the essentials of good poetry. There is systematic training in sight translation and in metre, with the object of enabling the student to read Latin poetry with some ease and with appreciation of its rhythmical quality. Selections from the *Aeneid* and from the *Metamorphoses* of Ovid and excerpts from other poets form the basis of the work. The total amount of reading may be estimated as equivalent to six or seven books of the *Aeneid*. Vocabulary study includes the entire list recommended by the College Entrance Examination Board. The course is treated as a starting point for excursions into the thought and life of the ancient world. A knowledge of this background is developed by lectures, incidental comment, and classroom discussion, supplemented by assigned reading. Topics in the private life and customs of the Romans are studied and illustrated. The Academy possesses more than a thousand photographs for this purpose.

LATIN 5, COMPOSITION. No regular course is given, but special arrangements can be made for any student desiring work in advanced composition.

In LATIN 6a, HORACE, and LATIN 6b, CATULLUS, selections from the Odes of Horace and the Poems of Catullus are read and discussed. In each case the thought and life of the poet's time are considered, and the relationship of his poetry both to the Greek lyric and to English lyric poetry is indicated. The courses may be taken separately.

*SPANISH

Courses covering three years' work in Spanish are given. They meet the usual College requirements and include some study of the geography, history, institutions, and customs of the Spanish World.

Spanish 1 comprises practice in reading, writing, speaking, and understanding the language, with special emphasis upon the fundamentals of grammar, the regular and irregular verbs, the radical changing and orthographic changing verbs, nouns, adjectives, pronouns, the uses of the tenses, the commonest idioms, and an introductory treatment of the subjunctive mood. Grammars such as Hamilton and Van Horne's *Elementary Spanish Grammar* (Century) and Pittaro and Green's *Primer Curso de Espanol* (Heath) serve as a basis for this course, and such texts as Weisinger and Johnston's *First Reader in Spanish* (Odyssey Press) and *Los Otros Americanos*, by the same authors, supply the reading material. Special care is taken to guide the student over the difficult transition from elementary reading to formal Spanish narrative.

Spanish 2 continues the work of the first year and covers the usual college requirements for two units of Spanish. The grammar is reviewed through the medium of such books as Pittaro and Green's *Progressive Spanish* (Heath) and Crawford's *Temas Espanoles* (Holt), and there is further treatment of the subjunctive mood. Texts such as Wast's *Pata de Zorra* (Odyssey Press) and Adams' *Popular Spanish Readings* (Crofts) supply the material necessary for intensive and comprehensive reading.

Spanish 3 consolidates and enlarges upon the work of Spanish

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*In choosing a modern foreign language the student should bear in mind not only his college's requirements for admission but also the use he will make of the language in college. Many colleges require a certain amount of French or German, completed in school or college or both, for the bachelor's degree. These languages are needed in some college courses. For advanced degrees French or German or both are usually required.

2 with a view to the student's development of speed, range of ability, and better control of vocabulary. Some time is spent in the oral reproduction of texts read and in the writing of free composition. Particular attention is paid to conversation and to reading for comprehension. Adams' *Brief Spanish Review Grammar and Composition* (Holt) is studied, and such texts as Hill and Buceta's *Antologia de Cuentos Espanoles* (Heath) and Alarcon's *El Sombrero de Tres Picos* (Holt) are read.

HISTORY

The courses in History have two purposes. They are arranged in definite order to provide information in company with other subjects of study. Classical History is presented in the Junior year as work is begun in Greek and Latin. European History comes in the Lower Middle year as the students take up French and German. English History for Upper Middlers is planned to fit with their studies in English Literature. American History for Seniors is designed to lay historical foundations for work subsequently at college in History, Government, Economics, and other related subjects. For the second purpose, the courses in History are organized consecutively to provide increasing experience in the accuracy and precision of thinking and to train the students in comprehension and logical expression of what they know.

In the first two years, this system of courses in History defers to the immaturity of the students and stresses the narrative and the pictorial. It develops toward emphasis upon the analytical and the abstract only in the last two years. The first two courses rely heavily upon text books for all students. The last two have texts available, but direct the more capable students to specific reading in historical works of maturity. All four courses make use of materials in the Addison Gallery of Art and the Library.

HISTORY 1—Greece and Rome. This course is designed to introduce students to History. It begins with stories of Egyptian life, the nations of Mesopotamia, Palestine, Crete, and the Persian Empire, as the background for a more extensive study of the Greeks. Then it moves into the history of the Romans, through the days of their Republic, the times of the Caesars, and the Empire, to the decline with the invasions of the barbarians.

Particular attention is given to the classical narratives, to the substance and color of Mediterranean life, to great personalities and episodes in the period. Assigned readings in the text and selected books in the Library are supplemented by the study of exhibits and moving pictures lent by the Metropolitan Museum of New York, original objects from the collections of the Boston Museum of Fine Arts, and paintings, pictures, and slides from the Addison Gallery of the Academy. Class-room work is devoted to explanation and practice in writing effectively about what has been studied.

HISTORY 2—France. In this course, the students go on from the Fall of Rome into the History of Western Europe. The central theme is the growth of France from the time of Charlemagne, through the reign of Louis XIV. But contemporaneous developments in the Lowlands, the Holy Roman Empire, the Italian City States, Spain, and the Austrian Empire are specifically related to the history of France; and emphasis is kept upon the Church, feudalism in France, the growth of commerce and industry, and the Renaissance. Throughout the year, the Art Gallery contributes successive displays of architecture, paintings, tapestries, and sculpture in the class-room to accompany the discussion of the topics under study.

HISTORY 3—England. The work of this year takes the students into a more mature examination of historical materials. The sequence of events is followed, but there is deeper penetration into social, political, and economic forces. The basis of study is a workbook, specially prepared to train students to use the Library and to depend no longer upon a single text. This material is divided topically, with a summary to introduce each major subject, and the topics thereunder have specific references to various texts and to books of more mature opinion. The students are taught to take their own notes from these references. Subsequent discussion in the class-room is based on these notes, and the students are then encouraged to draw conclusions.

The detailed study of Great Britain starts with her emergence from medieval times into the modern era, beginning with the Tudors. Certain incidents are studied to bring out general changes in Western Europe. More emphasis is then laid upon the development of Parliament and institutions representative of the English people. The course proceeds to elaborate upon social and economic changes, colonial expansion through the period of Cromwell and the Restoration, and rivalry with France for world supremacy, into the period of American rebellion. From the middle of the eighteenth century on, the course then deals with the development of industrial society and its influences upon political movements, the rise of modern imperialism, and aspects of England's policies in the world of today.

HISTORY 4—The United States. This final course builds upon the study in the previous year. It begins, therefore, with the causes of the American Revolution. It proceeds through the period of transition from Confederation to Federal Union, the westward advance of the American people, the rise of the nation out of sectional conflicts and the Civil War. It surveys then the development of industrial society and the attendant growth of the United States as a world power. It closes with events of the present time.

Public affairs, both domestic and foreign, are the central theme of this course. Particular stress is given to geographical, economic, social, governmental, and institutional problems, in order that the students may know the origins of the conditions in which they live. The careers of eminent men are studied in relation to these problems. Purely military events are minimized. Problems of literary, intellectual, religious, and philosophical import are indicated but left for study in college.

HISTORY 5—Contemporary History. This one-hour elective course for Seniors is designed to give a quick survey of recent affairs. For this purpose there are introductory discussions of the first World War, the period following Versailles, and events leading to the present crisis. The students are asked to read in historical works and current periodicals, but the major part of the study consists of discussions in class and note-taking from lectures.

HISTORY OF CIVILIZATION

This one-hour elective course, for a limited number of boys, tries to acquaint the participants with the background of our own culture and civilization by giving a concise but reasonably extensive synopsis of the aspect and aims of the Greek civilization and its development through the Roman, Medieval, Renaissance, and Modern adaptations of its principles. It is mainly a lecture course, with one examination a term.

MATHEMATICS

MATHEMATICS 1A. The prerequisite of this course is an elementary knowledge of algebra through the solution of simultaneous linear equations of two unknowns. The study of the subject begins with a review in the fundamentals and continues progressively throughout the Junior year in a program which generally completes Milne-Downey's *First Year Algebra* (American Book), or its equivalent. Sanborn's *First Year Exercises in Algebra* (American Book) is used to supplement the regular text work.

MATHEMATICS 1B. This is the beginning course in algebra and is designed to provide an effective introduction for those students who are not prepared for Mathematics 1A. The course is similar basically to Mathematics 1A in that successful completion of either course meets the requirements for admission to Mathematics 2.

After a careful survey, the abler students of Mathematics 1A are placed in a division which progresses more rapidly and which, by the end of the Lower Middle year, completes both Mathematics 2 and Mathematics 3. These students are thus prepared to take Mathematics 4 in their Upper Middle year and either Mathematics 7 or some other elective in their Senior year.

MATHEMATICS 2. This course presumes thorough grounding in at least one year of algebra, that is, a program of study similar to the specifications for Mathematics 1A or Mathematics 1B. Students with superior preparation are assigned to special divisions.

The course comprises both elementary algebra and the first two books of demonstrative geometry. The field of elementary algebra follows a general plan as presented in Milne and Downey's *Activities in Algebra* (American Book). Added support is given to the study of algebra by extensive work in Tower and Sides' *Reviews and Examinations in Algebra* (Heath). Demonstrative geometry is begun later in the year and continues through Books I and II with special attention to the development of originals and numerical exercises. The geometry text is Schultze-Sevenoak-Schuyler's *Plane Geometry* (Macmillan)—revised edition.

MATHEMATICS 3A. This is the regular course of Mathematics 3 in which elementary algebra and plane geometry are completed.

The course begins with a thorough review of Books I and II in plane geometry and covers such a program as presented in Schultze-Sevenoak-Schuyler's *Plane Geometry* (Macmillan)—revised edition. A comprehensive study of originals, numerical exercises, constructions, and loci is provided in the use of Tower and Sanborn's *Exercises in Plane Geometry* (Andover Press). An intensive review of the entire field of elementary algebra is made in the survey as furnished by Tower and Sides' *Reviews and Examinations in Algebra* (Heath).

Completion of this course meets the college requirements of two units of elementary albegra and one unit of plane geometry.

MATHEMATICS 3B. This course is designed to meet the needs of incoming boys who have had one year of algebra through quadratic equations with one unknown quantity, and one year of plane geometry. The course presumes completion of an accredited course in at least four books of plane geometry, with a qualified command of originals, numerical exercises, constructions, and loci.

The course begins with a thorough grounding in the fundamentals of algebra and extends through the entire field of elementary algebra. An extension and review of plane geometry is provided, which, coupled with the work in algebra, satisfies the same college requirements as Mathematics 3A. Texts in use are the same as for Mathematics 3A.

ALGEBRA 2. This course is for students who have completed college entrance requirements in plane geometry and who have done a satisfactory year's work in algebra. The text in use is Milne-Downey's *Activities in Algebra* (American Book). In addition, extensive material is covered in Tower and Sides' *Reviews and Examinations in Algebra* (Heath).

PLANE GEOMETRY. This course is for students who have completed college entrance requirements in elementary and intermediate algebra. The course covers the program as presented in Schultze-Sevenoak-Schuyler's *Plane Geometry* (Macmillan)—revised edition. A comprehensive study of originals, numericals, constructions, and loci is provided in the use of Tower and Sanborn's *Exercises in Plane Geometry* (Andover Press).

Mathematics 4. The prerequisite of this course is the satisfactory completion of Mathematics 3A or Mathematics 3B, or their equivalents.

The course includes the study of plane trigonometry, solid geometry, and advanced algebra. It is the regular course of the Senior year in mathematics. Enriched problem material, pertinent to the war effort, will be emphasized throughout the emergency. Texts in use are Granville-Smith-Mikesh's *Plane Trigonometry and Tables* (Ginn); Sides' *Examples in Plane Trigonometry* (McGraw-Hill); Wells-Hart's *Progressive Solid Geometry* (Heath); Edgerton and Carpenter's *Advanced Algebra* (Allyn and Bacon).

Mathematics 6. This is a one-hour elective course and is open to students who are enrolled in Mathematics 4. The course is a brief introduction to analytic geometry and the calculus and is designed to supplement the regular Senior work in Mathematics.

Mathematics 7. This is a course in analytic geometry and the calculus and corresponds to the mathematics of the freshman year in university and college, thus preparing for the sophomore work in this field. It is open to those who have completed the usual preparatory school courses in mathematics, and to others of unusual aptitude who can take such a course concurrently with Mathematics 4. The course is covered in Longley and Wilson's *An Introduction to the Calculus* (Ginn).

MECHANICAL DRAWING

This course includes the use of drawing instruments, lettering, geometric constructions, sectioning, and working drawings. Especial stress is laid on a thorough mastering of the fundamentals. The course in many instances so prepares the student that he can take a more advanced course on entering college, and, in some cases, secure credit toward his degree for the course omitted. Students of exceptional ability are given an opportunity to do more advanced work or are given problems in keeping with the course to be pursued after entrance to college. The text in use is French's *Engineering Drawing* (McGraw-Hill).

ELEMENTARY SCIENCE

This course, meeting three times a week in the Junior year or twice a week during the Lower Middle year, aims to acquaint the student with scientific facts and methods, and, in general, to form an easy approach to the laboratory sciences which follow.

The instruction is given by means of a text-book, by lectures, and by lecture table demonstrations. Emphasis is placed upon reasoning rather than upon the mere collection of information.

BIOLOGY

The course in Biology covers the fundamental characteristics of living things; the nutrition, growth, and reproduction of plants and animals; the physiology and hygiene of the human body; the influence of bacteria, insects, trees, and birds on man's welfare; and the principles of heredity and evolution.

The class meets four times a week, twice for recitations and twice for two-hour laboratory periods. The work in the laboratory includes careful training in the use of the compound microscope and in the recording of observations made. The instruction meets the requirement of the College Entrance Examination Board and counts one point for admission to college.

CHEMISTRY

The course in Chemistry includes the study of the various forms and kinds of matter, the changes they undergo, and the laws dealing with these changes. The preparation, properties, and uses of the important elements and compounds are studied. The structure of the atom and the nature of chemical change are treated from the point of view of modern chemical theory. Especial attention is given to the fundamental concepts of modern Chemistry and to reasoning from such concepts rather than mere memorization of the subject matter. Sound scientific method and the applications of theory are stressed in the laboratory, by classroom demonstrations, and by the study of appropriate industrial processes. The historical development of the subject, its important applications affecting the life of the individual, and the place and influence it has in modern civilization are given full consideration. The course meets fully the requirements of the College Entrance Examination Board and of the student who wishes to continue the study of the subject in college.

PHYSICS

In this course, which covers completely the requirements in Elementary Physics as outlined by the College Entrance Examination Board, the text-book is supplemented by lectures, and by work in the laboratory. The text is accompanied with numerical examples and by qualitative experiments designed to illustrate physical laws and their application to practical life.

About forty quantitative laboratory experiments are required of each pupil. A careful record of the steps and results of these exercises is kept in a note-book which is submitted to the instructor for approval.

ANATOMY AND EVOLUTION

This two-hour survey course, for Seniors and Upper Middlers, is intended to interest and instruct the student in the structure and physiology of the human body, and in the laws of inheritance, evolution, and eugenics. It is composed of lectures, demonstrations, and some outside reading.

ANTHROPOLOGY

A two-hour elective course offered by the Robert S. Peabody Foundation for Archaeology is intended to present a brief consideration of the pre-history of Man in the New World. It is composed of lectures and reading on ethnological and archaeological subjects. This course is intended as a general survey of the Americas before the coming of the whites.

ASTRONOMY

A one-hour elective, open to Seniors and Upper Middlers, is offered in Astronomy. It presents the basic facts of the science and discusses current astronomical theories.

THE VISUAL ARTS

INTRODUCTION TO ART. Two terms of the course "Introduction to Art and Music" are devoted to the Visual Arts—Architecture, Painting, Sculpture, and the Decorative Arts. This course, counting as two hours a week, is ordinarily required for members of the Upper Middle Class. Seniors, at the Academy for one year only, may take it as an elective. The periods and style of architecture are considered briefly, with special attention to the evolution of structure and design in a few monumental buildings. American architecture is studied in relation to both past and modern form. This architectural study provides the basis for the subsequent study of painting, where materials, their use, and the principles of design common to all the arts are discussed. Wherever possible, collections and exhibitions in the Addison Gallery are used for purposes of illustration.

Studio Art. A limited group of Upper Middlers and Seniors are permitted to take, in place of the Art and Music course, instruction in drawing, painting, or clay modeling. In its emphasis on observation and in its effort to supply the basis for a critical understanding of contemporary surroundings, the purpose of this course is parallel to that of the lecture course. Four hours' studio work counts for two hours' credit, with no outside preparation required. Previous experience is not required for this course, but it pre-supposes an interest in working with materials and in problems of construction. This course seeks, through the development of control in drawing and in the use of color, to aid the student in organizing his observation and imagination. The work is adjusted to the experience and ability of the individual student.

A continuation of the studio course, counting as two hours a week, is offered for Seniors.

Advanced Art. An advanced course in the Visual Arts is offered as an elective to students who have taken either the Introductory or a studio course. The full course, counting four hours a week, combines studio work and discussion. It is conducted by the project method, with the studio work in painting, architectural and industrial design, forming the basis for class discussion. Through special arrangement, this course is available for college entrance credit for students whose general record is of high grade and who have a special interest in the subject. The permission of the Class Officer and the Art Department is required. The course may, with permission of the instructor, be taken as a half course, counting two hours a week, with concentration on the discussion section.

MUSIC

INTRODUCTION TO MUSIC. A two-hour introductory course in Art and Music is required for members of the Upper Middle Class, and Seniors may take it as an elective. The third term of this course is devoted to music. Its aim is to acquaint the student with the great masterpieces, help him to understand and enjoy them, and introduce him to the historical background and development of music.

SENIOR MUSIC APPRECIATION. A two-hour Senior elective in Music Appreciation is offered for those members of the Senior Class who wish to be introduced to the subject, as well as for those who, having taken the Upper Middle course, desire more work in this field.

HARMONY. A two-hour course in Harmony is offered as an elective for Seniors. Upper Middlers may be admitted to this course.

PIANO AND ORGAN. Weekly instruction, for students whose schedules permit, in piano and organ, also in string or wood-wind instruments, may be counted as a two-hour course.

MUSIC MAJOR. For students who wish to take Music as a major course in their Senior year the following combinations of two-hour courses are possible:

Music Appreciation and Harmony
Music Appreciation and Instrumental Music
Harmony and Instrumental Music

Students who sing in the choir, every member attending two rehearsals a week, are offered one of two forms of compensation: (a) one assembly cut a week; (b) permission to count the choir work as one schedule-hour.

Serious attention is given to the school orchestra, which rehearses weekly and studies carefully both classical and modern compositions. A well-trained student band plays at the major athletic events.

Trips for concerts, and occasionally dances, at neighboring schools are made by the musical clubs each year; and there are generally several similar programs in Andover.

A separate charge of $2.50 for one-half hour is made for private lessons. The piano instruction is in charge of Mr. Felix Fox of Boston; the organ lessons are given by the Director of Music of the Academy and the assistant in the Department of Music; able instructors are provided for lessons on string instruments and wood-winds. Violin students who play in the School Orchestra are given lessons gratis by a first-class violin teacher. At present this work is in charge of Mr. F. L. MacDonald of Boston.

The Music Department is equipped with a separate building for practice pianos. The Chapel contains the Martha Cochran Memorial Organ, a 100-stop Casavant instrument of four manuals. The Choir Room, in which the courses in music appreciation are held, is equipped with a practice organ, a reproducing machine, and an Ampico player piano. The Meeting Room in George Washington Hall contains both an organ and a Steinway grand piano. The Academy also possesses the Carnegie Corporation Junior Library of gramophone records.

RELIGION

RELIGION 1—This course is a study of religion in the making. It traces the development of certain important religious concepts from the primitive tribal ideas through the high ethical monotheism of the early Hebrews and the religion of Jesus. It gives students an acquaintance with the finest passages of the Bible, the outstanding characters, the individual Books and their messages, and a sense of the progressive discovery and revelation of religious truth. This two-hour course is given to all members of the Lower Middle Class.

Religion 2A—This is an elective course for Upper Middlers and Seniors who have not had the Lower Middle course described above. Although the subject-matter in this course is similar to that dealt with in the Lower Middle course, the method of handling this material is different, since the students are older and more mature.

Religion 2B—This is a two-hour elective course for Seniors and Upper Middlers who have completed successfully the work of the Lower Middle Religion course and who wish to move on further in their study of religion. The content and method of conducting this course differ from year to year and depend to some degree upon the interest and the maturity of the boys who have elected further study in this field.

PHILOSOPHY

A two-hour Senior elective is offered in this subject, the object being a general introduction preparatory to philosophical studies at college.

The subject is presented through philosophical problems rather than by tracing the historical development. Text-books used are: Berkeley's *Dialogues between Hylas and Philonous* (Dutton) and Fullerton's *Introduction to Philosophy* (Macmillan).

SOCIAL PROBLEMS

This two-hour elective course for Seniors involves a study of the basic social problems confronting any organization of society, with attention given to certain important contemporary social movements.

*COMMUNICATIONS

This elective for Seniors, meeting two hours a week, is primarily to teach the student to copy International Morse code at the rate of at least ten words a minute. After this objective is realized, the use of the telegraph, semaphore, wigwag, light signalling, and any other forms of communication that might be useful to one entering the service, will be studied as time permits.

*MAP READING AND MAP INTERPRETATION

This two-hour course provides students with a knowledge of the proper use and meaning of maps. Many kinds of maps are used to illustrate the principles of the science of geography. The geography of Andover and other regions is demonstrated by means of an extensive collection of topographic maps. This study introduces the fundamentals of military mapping and sketch-mapping.

*NAVIGATION

This is a two-hour course. It is open to students who are taking Mathematics 4, or who have had that course or its equivalent. Most of the topics in Dutton's *Navigation and Nautical Astronomy* are taken up, with emphasis on the underlying theory. Some work is done with charts, plotting sheets, and a sextant.

*These courses were instituted in the school year 1941-1942 to meet the demands of the war emergency. It is possible that they may be modified or discontinued, or that other courses of a similar nature may be added, if conditions warrant.

GENERAL REGULATIONS

DAILY APPOINTMENTS

Recitation and study hours	8.00 A.M. to 9.53 A.M.
Morning Assembly	10.00 A.M.
Recitation and study hours	10.22 A.M. to 12.15 P.M.
Activities hour	1.00 P.M. to 2.00 P.M.
Athletics	2.30 P.M. to 3.45 P.M.
Recitation and study hours	4.22 P.M. to 6.15 P.M.
Evening study hours begin	8.00 P.M.
Sunday chapel service	11.00 A.M.

Wednesday and Saturday afternoons are half-holidays.

During the winter term the Sunday chapel service is held in the late afternoon.

STUDY HOURS

Students are expected to occupy themselves with their studies or other school work during all study hours.

DISCIPLINE

The disciplinary policy of Phillips Academy is based on the assumption that each student will, at all times and in all places, conduct himself like a gentleman. It is the purpose of the Academy to cultivate in each boy, from the very beginning of his career in Andover, a sense of pride in his school and of responsibility to an orderly community. The few, but definite rules to which the undergraduates are expected to adhere, have been made in accordance with this principle.

Every absence of the student from recitation, morning assembly, and Sunday chapel, from his room during study hours, or from any other fixed appointment must be satisfactorily accounted for. The accumulation of eight unexcused absences involves severe discipline or dismissal. In all cases of illness, notice must be sent at once to the School Physician.

Special importance is attached to meeting all appointments immediately preceding and following vacation and recess periods. A failure to meet such appointments may result in severe disciplinary action.

A student who is guilty of dishonesty in an examination is liable to dismissal.

The use or possession of alcoholic beverages is punishable by dismissal.

The possession, the renting, or the driving of any motor vehicle within bounds is forbidden.

Students are not permitted to have firearms of any description in their possession, or to use them except as authorized under the rules of the Academy Rifle Club.

Students whose scholastic standing is satisfactory are occasionally permitted an afternoon or a week-end out of town. A student who leaves the school bounds without excuse renders himself liable to dismissal.

Radios and wireless apparatus are not allowed in students' rooms. Sets are provided in the common rooms of each class.

GRADES AND REPORTS

Reports on the student's work are sent to the parents or guardian twice a term. Grades are based on the results of both daily work and examinations. They are recorded on a scale of 100, in which 60 is the passing mark and 80 or over is an honor grade.

CLASSIFICATION

For full membership in a given class students should be credited with the work of the lower classes or its equivalent. Boys are rated as members of a given class, however, if their deficiencies for full membership in it do not exceed one full course. For the purpose of this rule a full course is a course meeting 4 or 5 hours a week. Two-hour courses and three-hour courses (except English 3, which counts as a full course) are half-courses.

ROOM EQUIPMENT

The Academy furnishes each room with bed and mattress, bed linen, one blanket, chiffonier, desk, desk-chair, easy chair, and rug. In the double rooms these items are provided for each occupant. Desk lamps are provided in Williams Hall, Junior House, and Rockwell House. In the other dormitories and houses they must be furnished by the student, but any additional electrical appliances are not permitted.

CLOTHING

Each boy is expected to bring a dark blue suit to be worn at church services on Sundays. A coat and necktie are required at all recitations, at meals, and at daily assembly. All wearing apparel and personal effects should be plainly marked with the student's name.

EXPENSES

The tuition charge for each student at Phillips Academy is as follows: $525 (which includes the Infirmary fee) payable on October 1; $300 payable on January 1; and $300 payable on April 1. The net rate charged to scholarship students varies according to the need of the applicant. Each student, when his application is accepted, is required to make a deposit of $25.00, which is credited on his first regular school bill.

The total charge of $1125 covers instruction, board, room (including furniture, bed linen, and one blanket), physical training and athletic privileges, use of laboratory equipment and material, admission to all authorized athletic contests and authorized entertainments at George Washington Hall, including the Saturday evening motion pictures. It does not include tutoring, or special instruction in music or athletics, the services of consulting physicians or private nurses, personal laundry, text-books, dues to school organizations, and unnecessary breakage and damage to school property.

Each student is required to make a deposit of $25 to cover breakage and other incidental obligations that may be incurred during the school year. This deposit is payable on October 1 and is billed with the portion of the normal charge due on that date. The balance remaining after such charges have been deducted will be refunded at the end of the fiscal year, June 30, or credited on the bill for the following year.

Bills for matters not included in the regular school charge may be sent out at any time during a school year. Any alteration in the terms of payment made necessary by the needs of parents must be arranged in advance with the Treasurer. Class-room privileges may be denied to students whose bills are not settled when due.

No rebate will be made to a student who is for any reason dismissed or withdrawn.

FINANCIAL AID FOR STUDENTS

The school has at its disposal from various sources approximately $60,000 each year available as scholarships for able, industrious, and needy boys of ambition and irreproachable character. Awards are made in varying sums, depending on both need and scholastic attainment. Applications for scholarships are now so numerous that grants can be given only to boys who cannot attend Phillips Academy without such aid; and every candidate must submit clear evidence regarding his financial condition on a blank provided for the purpose. All cases requiring aid are passed upon by the Scholarship Committee after careful investigation. In return for the financial assistance provided by the Academy, students are expected to do some form of work commensurate with their experience, maturity, and the amount of their award. Approximately $90,000 was earned by students during the year 1940-1941 in prizes, scholarships, jobs, and concessions.

BUILDINGS AND EQUIPMENT

The older Academy buildings, most of them of brick with stone trimmings in the Georgian Colonial style, have been used in some degree as models for the newer structures; but the genius of the modern architects, Guy Lowell, Charles A. Platt, and Perry, Shaw, and Hepburn, has modified the original type and secured variety in unity. They are grouped about the three focal points of the campus, the Memorial Tower, Samuel Phillips Hall, and The Cochran Chapel. North and south across the main campus runs the Elm Arch, an avenue of trees planted early in the last century and now resembling the aisle of a cathedral. Bisecting this the broad Vista slopes from Samuel Phillips Hall gradually to the west and the New Hampshire hills beyond.

WILLIAMS HALL

Williams Hall and Junior House, acquired (1910) through the aid of Edward H. Williams, Jr., class of 1868, and Tilton House (acquired 1940) are situated within a short distance of the other school buildings, and are adapted to the particular needs of the youngest members of the school. They offer accommodations for fifty-seven boys. With their common recreation and dining rooms, they provide an intermediate stage between the natural restrictions of the home and the freer life of a large school. The boys are in more homelike surroundings and receive closer supervision than the rest of the school, but share with the other boys in the same classes and sports and in all the other privileges of school life.

ROCKWELL HOUSE

Rockwell House, acquired (1935) through the generous bequest of the late Mrs. Fannie R. Dennis, offers accommodations to forty-two Juniors. It is especially designed to meet the needs of the more mature members of this class. Its administration is carried on along the same lines as that of Williams Hall, with the exception that its residents eat in the Commons.

FACULTY HOUSES

Twenty-six houses, known as Faculty Houses, each in charge of a resident instructor or school official, provide accommodations for about 180 boys as follows:

Abbot House for twenty, America House for twelve, 73 Bartlet Street for seven, Benner House for four, Blanchard House for five, Carter House for six, Cheever House for twelve, Churchill House for six, Clement House for fourteen, Coy House for four, Farrar House for seven, Frost House for four, Hardy House for six, Hayward House for four, Jackson House for ten, Merrill House for two, Park House for six, Pease House for eight, Salisbury House for fourteen, Samaritan House for five, Severance House for two, Sides House for five, Stowe House for five, Tower House for four, Jewett Tucker House for seven, Woods House for three.

DORMITORIES

Foxcroft Hall (1809), two entries for eleven boys each.

Bartlet Hall (1821), two entries for fourteen boys each.

Draper Cottage (1892), for ten boys. The gift of Warren F. Draper, class of 1843.

Pemberton Cottage (1893), for ten boys. The gift of Melville C. Day, class of 1858.

Andover Cottage (1893), for eleven boys. The gift of friends in Andover.

Eaton Cottage (1893), for ten boys. The gift of Melville C. Day, class of 1858.

Bancroft Hall (1900), three entries for ten boys each. The gift of Melville C. Day, class of 1858.

Bishop Hall (1911), two entries for twenty-three boys each.

Day Hall (1911), two entries for twenty-five boys each. The gift of Melville C. Day, class of 1858.

Adams Hall (1912), two entries for eighteen boys each. The gift of Melville C. Day, class of 1858.

Taylor Hall (1913), two entries for twenty boys each. The gift of Melville C. Day, class of 1858.

Osgood Johnson Hall (1922), two entries for twenty boys each.

Paul Revere Hall (1929), two entries for twenty-six boys each. The gift of Thomas Cochran, class of 1890.

OTHER BUILDINGS

Samuel Phillips Hall (1924) was given by the alumni and friends of the school. It contains class-rooms and examination halls and, with its Grecian portico and illuminated clock, is the central point and the dominating building of the campus.

Pearson Hall (1818), remodelled in 1922, is named in honor of the first Principal. Pearson Hall, designed by Bulfinch, was originally Bartlet Chapel, the center of the religious and intellectual life of the famous Andover Theological Seminary. In 1922 the ugly, square bell tower which had been added to it was removed, and the building was transferred to its present site and restored to its original beauty. It is used for class-rooms.

Samuel F. B. Morse Hall (1928) was given by alumni and named in honor of Samuel F. B. Morse, inventor of the telegraph, and a student in the Academy from 1802 to 1805. It contains thoroughly modern and well equipped laboratories and recitation rooms for chemistry, physics, and biology, and a room for mechanical drawing.

GRAVES HALL (1883, 1892, 1936) was named in honor of William Blair Graves, instructor in Natural Sciences, 1865-1870, 1881-1908. Used as the science building until superseded by Morse Hall, it was remodelled in 1936 and is now a gymnasium for the younger boys.

GEORGE WASHINGTON HALL (1926) was given by Thomas Cochran, class of 1890. It contains the administration offices and the large Meeting Room, in which the daily morning assembly is held and lectures, concerts, and dramatic performances take place. Its name commemorates the friendship of George Washington for Samuel Phillips, Jr., founder of the Academy.

THE COCHRAN CHAPEL (1932) was given in memory of Thomas Cochran and Emilie Belden Cochran by their children. Without, it presents the sober Georgian beauty characteristic of the architecture on the Hill. Within, its warm oak paneling, its fluted oak columns, and its carved capitals add a rich warmth not usually found in New England churches of its type. It contains the Martha Cochran Memorial Organ, declared by Guenther Ramin, the distinguished German organist, to be the finest organ in America.

BULFINCH HALL (1818, 1936), built from the designs of Charles Bulfinch, was the third Academy school-house. It was provided by gifts, of which the largest was that of William Phillips, Lieutenant-Governor of Massachusetts, 1812-1823. This is the building described by Oliver Wendell Holmes in his poem, *The School Boy*. Successively a recitation building, a gymnasium, and a dining hall, it is now once again being used as a recitation building. The interior was completely renovated and remodelled in 1936, to afford fourteen class-rooms and a number of conference rooms for the exclusive use of the English Department.

OLIVER WENDELL HOLMES LIBRARY (1929), named in honor of Oliver Wendell Holmes, class of 1825, was given by Williams Cochran, class of 1895, Moncrieff M. Cochran, class of 1900, and Louise Cochran Savage. The library contains about 55,000 volumes, of which the greater part are in the open stacks, among which the boys may browse at will. The Freeman Room is furnished with easy chairs, sofas, a fireplace, and the latest periodicals, as well as more than 1,100 volumes chosen with regard to a boy's tastes. In the Garver Room are about 3,000 volumes of reference works with bound periodicals nearby. The library is open on week days from 8 A.M. to 9:45 P.M., on Saturdays from 8 A.M. to 7:30 P.M., and on Sundays from 2:30 P.M. to 9:45 P.M.

ADDISON GALLERY OF AMERICAN ART (1931) was given with endowment in memory of Mrs. Keturah Addison Cobb by Thomas Cochran, class of 1890. It is a fully equipped museum building with over 10,000 feet of exhibition space. The collections include a comprehensive group of American paintings in oil and water color representing the masters of the Colonial period, nineteenth century, and contemporary art; models of American ships built to a uniform scale; silver, glass, and furniture of the Colonial period; prints and drawings. Frequent loan exhibitions are held throughout the year. The Gallery is open on week days from 9 A.M. to 5 P.M. and on Sundays from noon to 1 P.M. (during the school year), and from 2:30 to 5 P.M.

BORDEN GYMNASIUM (1901) was built from gifts, of which the largest was that of Matthew C. D. Borden, class of 1860. To the gymnasium is attached a swimming pool seventy-five feet long and thirty feet wide.

CASE MEMORIAL BUILDING (1923) was the gift of George B. Case, class of 1890, and Mrs. Case and their family in memory of George B. Case, Jr., class of 1923. Designed for indoor winter sports, it is known as the "Cage." Its dirt floor is large enough for winter baseball practice. Its 40-yard straightaway track and its circular track of 11½ laps to the mile permit frequent indoor track meets.

THE COMMONS (1930) was the gift of Nathaniel Stevens, class of 1876, Thomas Cochran, class of 1890, Russell A. Alger, class of 1893, and Dwight W. Morrow. Here members of each of the four classes eat together in an atmosphere reminiscent of the beautiful dining halls at Oxford. Each room is paneled in oak and adorned with portraits of distinguished graduates and benefactors of the school. There is also a faculty dining room notable for its murals by Barry Faulkner, and a most attractive common room, appropriately furnished and equipped for the recreational use of the Upper Middlers and Seniors. The kitchen and serving pantries are fully up-to-date in equipment.

ISHAM INFIRMARY (1912) was the gift of Miss Flora E. Isham. It contains general wards, private rooms, isolated contagious wards, operating room, laboratory, and x-ray room. The bequest of Mrs. Fannie R. Dennis made possible the addition to the original building of a new wing, completed in September 1935, providing sufficient accommodations for any emergency.

THE ANDOVER INN (1930) is a small hotel, given by Anthony A. Bliss, A. H. Caspary, Thomas Cochran, Charles H. March, Dwight W. Morrow, and Mr. and Mrs. Frank Waterman Stearns. It is owned by the Trustees and its management and operation are under the supervision of L. G. Treadway as Managing Director. With its beautiful location overlooking the Campus, Rabbit Pond, and the Sanctuary, and with its authentic colonial atmosphere, derived from old portraits, prints, and genuine antique furniture, it is one of the most delightful inns to be found in New England. It is thoroughly modern in equipment.

ARCHAEOLOGY BUILDING. The Museum was built in 1903. Installation of new exhibits is now completed. The building is open on week-days from 9 A.M. to 5 P.M., and on Sundays from 2 P.M. to 5 P.M. The library affords an excellent opportunity for boys to pursue their own investigations of the many interesting phases of the life of the American Indians.

PEABODY HOUSE (1915). Built from the income of the Robert Singleton Peabody Foundation, it provides a common room for Lower Middlers and an assembly hall for various school organizations.

MEMORIAL TOWER (1923) was given by Samuel Fuller, class of 1894, in honorable memory of eighty-seven former students of Phillips Academy who gave their lives in the World War. The tower contains a carillon of thirty-seven bells upon which frequent concerts are played. Its summit, illuminated at night, is a landmark for miles around.

GROUNDS

THE BROTHERS FIELD (1900) was enlarged in 1924. Its fifty-five acres, close by the gymnasium, comprise the regular playing fields of the Academy. Its facilities provide six football fields, six baseball diamonds, six soccer fields, the running track, hockey rink, and many tennis courts. Brothers Field originated with a gift of land by George B. Knapp, class of 1854, in memory of his brother, Arthur Mason Knapp, a teacher in the Academy, 1863.

THE OLD CAMPUS and other fields are also used for baseball, football, soccer, tennis, and polo.

THE MONCRIEFF COCHRAN SANCTUARY (1929), comprising about ninety acres, is the gift of Thomas Cochran, class of 1890, who planned and developed it to manifest the beauty and interest of wild nature. Within its enclosure are two ponds frequented by wild ducks which stop there in passage. Ducks, pheasants, and other birds breed there in great numbers. At the highest point of land is a log cabin where boys may be served with light meals and occasionally spend the night, and at spots of particular beauty stone seats have been erected; one to the memory of the late Professor Charles H. Forbes, Acting Headmaster, another to the memory of Augustus Porter Thompson, of the class of 1892, and his son, Augustus Porter Thompson, 3rd, of the class of 1928, and a third to the memory of Thomas Cochran, of the class of 1890. The Sanctuary was given in memory of Moncrieff Mitchell Cochran, of the class of 1900.

THE ANDOVER SUMMER SESSION

This year, for the first time, Phillips Academy will operate a summer session, to run for eight weeks, from Monday, July 6, to Saturday, August 29, 1942. The primary aim of the session is to assist students in secondary school, especially those sixteen to nineteen years old, to prepare themselves more rapidly and effectively for service to their country during the war. The session is under the general control of the Academy Trustees and Headmaster, and the teaching staff will be drawn almost entirely from the regular Academy faculty. Students will live in school dormitories and eat in the Commons. All the Academy facilities will be available,—library, infirmary, Addison Gallery of American Art, swimming pool, tennis courts, and playing fields.

The Summer Session will be open to students from Phillips Academy and other preparatory schools and high schools who satisfy the Director as to the seriousness of their purpose and their ability to do the work. Enrollment will be necessarily limited in number. In view of the purpose of the session, the fee, which is two hundred and fifty dollars for board, room, and tuition, is set as low as possible to meet merely the actual cost of operation. Ten full scholarships of two hundred and fifty dollars each are available for students of unusual promise, not now enrolled in Phillips Academy, who are definitely preparing for war service.

The curriculum will emphasize courses which will help students to get the kind of training which will make them more useful in the war emergency,—courses in mathematics, in physics, chemistry, and biology, and in modern languages. In the French, German, and Spanish courses special attention will be paid to speaking and writing the language, and separate dormitories and dining tables will be set aside for each group, if it is large enough.

Major courses will run two hours a day, six days a week, and will cover the equivalent of a year's work in an individual subject in the regular Andover program. Phillips Academy will give a full unit of credit for each major course successfully completed, and it is expected that arrangements can be made with other institutions to give similar credit. No student will be allowed to take more than one major course; but he will normally take, in addition, one or more minor courses meeting six hours a week or less. If he takes no major course he will be expected to enroll in three minor courses. These courses may be in regular academic subjects in which additional training is desired or practical courses directly related to war preparation. The following practical courses, most of which are already being given during the winter term, will be offered: Navigation, Map Interpretation, Morse Code and Communications, Mechanical Drawing, Practical Auto Mechanics, and Practical Electricity.

Throughout the summer session great emphasis will be placed on health in the belief that physical fitness is of the utmost importance in preparing boys for war service. Formal military drill is not planned; but special body building and toughening exercises will be given to all students. In addition a broad program of informal supervised athletic activity will be offered. Everyone not already trained in first aid and the basic principles of health, or unable to swim, will be encouraged to take courses in these fields. The Isham Infirmary will be open with a regular academy doctor and trained nurse in attendance.

While the most important objective of the summer session is to train boys for future war service, the program will also provide opportunity for students from Andover and similar schools to make up deficiencies resulting from inadequate preparation or courses failed, so that entrance to college will not be delayed and an excessive burden of work will not need to be carried during the regular year.

The existence of a summer session makes it possible for the first time to give boys planning to enter the regular course at Phillips Academy in the fall an opportunity to make the transition from previous schools more effectively. Summer study will give such students a valuable introduction to Andover methods, standards and traditions. It will enable them to make up deficiencies in previous preparation and to prepare themselves more adequately to handle the work of the regular year. Younger boys will live in a separate dormitory and will have special athletic and residence supervision. Special courses in arithmetic and English and individual advice on methods of study, time organization, etc., will be given.

The summer session also makes it possible to offer special courses in Speech Correction and Reading Training for boys of good academic ability who stutter or have insufficient skill in reading. These courses must be limited to a small number of students who will be given individual and group instruction by trained teachers working under the direction of Dr. Gallagher. The services of Boston physicians, specializing in speech and reading training will be utilized. The fee for these courses will be three hundred and fifty dollars.

Inquiries and admission applications should be sent to the Director, Andover Summer Session, Phillips Academy, Andover, Massachusetts.

ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

Douglas Swain Byers, A.M., *Director*

Frederick Johnson, B.S., *Curator*

Alfred Vincent Kidder, Ph.D., *Research Associate in Southwestern Archaeology*

Evelyn Willett, *Secretary and Librarian*

The Robert S. Peabody Foundation for Archaeology was established in 1901 by Robert Singleton Peabody, Class of 1857, and Mrs. Peabody, who gave to the Trustees Mr. Peabody's large collection of archaeological specimens and a fund for the erection and maintenance of a museum and for the salary of the staff. The Foundation has carried on extensive archaeological research in New England, the southeastern states, and the Southwest. A continuation of the work instituted in Maine is now being carried on.

After being temporarily closed for alterations, the rooms are now open, with new exhibitions on display. A recently completed map of North America, by Mr. Stuart Travis, brings an attractive center of color to the wall of the stairway and also gives information as to the main culture areas of the continent. Two new models, the first of a projected series, have been installed and are now on display.

The Foundation offers a two-hour elective course dealing with the life of the Indians and the pre-history of North America.

A library open to all offers popular works as well as scientific publications to those who are interested in the varied phases of the life of the Indians of North America.

The publications of the Foundation include the following:

BULLETINS

1. The Exploration of Jacobs Cavern, 1904.
2. The Gorgets, 1906.
3. A Narrative of Exploration in New Mexico, Arizona, Indiana, etc., 1905.
4. The Exploration of Bushey Cavern near Cavetown, Md.; and Fort Ancient: the Great Prehistoric Earthwork of Warren County, Ohio, 1908.
5. Certain Peculiar Earthworks near Andover, Mass., 1912.
6. Hematite Implements of the United States, 1912.

THE ARCHAEOLOGY OF MAINE, by Warren K. Moorehead, 1922.

ARCHAEOLOGY OF THE ARKANSAS RIVER VALLEY, by Warren K. Moorehead, 1931.

EXPLORATIONS OF THE ETOWAH MOUNDS, GEORGIA, by Warren K. Moorehead, 1932.

PAPERS OF THE SOUTHWESTERN EXPEDITION, Yale University Press:

1. An Introduction to the Study of Southwestern Archaeology—with a Preliminary Account of the Excavations at Pecos, by A. V. Kidder, 1924.
2. Pueblo Pottery Making: a Study at the Village of San Ildefonso, by Carl E. Guthe, 1925.
3. The Pueblo of Jemez, by Elsie Clews Parsons, 1925.
4. The Indians of Pecos Pueblo: a Study of their Skeletal Remains, by Earnest A. Hooton, 1930.
5. The Pottery of Pecos. Volume I, The Dull-paint Wares, by A. V. Kidder and C. A. Amsden, 1931.
6. The Artifacts of Pecos, by A. V. Kidder, 1932.
7. The Pottery of Pecos. Volume II, Glazed Wares, by A. V. Kidder, and Anna O. Shepard, 1936.

PAPERS OF THE ROBERT S. PEABODY FOUNDATION

Vol. I, No. I, Excavations on Martha's Vineyard, by Douglas S. Byers and Frederick Johnson, 1940.

Vol. II, The Boston Fishweir, by Frederick Johnson and others, 1942.

ADDISON GALLERY OF AMERICAN ART

Bartlett H. Hayes, Jr., *Director*

Anne P. Peabody, *Registrar*

Helen M. O'Brien, *Secretary*

Art Committee

Stephen C. Clark	Fred T. Murphy
Charles H. Sawyer	John M. Woolsey

Robert G. McIntyre, *Secretary*

The Addison Gallery of American Art was established in 1930, in memory of Mrs. Keturah Addison Cobb, "to enrich permanently the lives of the students of Phillips Academy, by helping to cultivate and foster in them a love for the beautiful." The original gift included important objects of American art with endowment for the maintenance and operation of the building, and a fund for additional purchases.

It is the aim of the Addison Gallery to serve as a laboratory where students in Phillips Academy, and outside visitors, may develop their cultural interests and hobbies. To this end, frequent loan exhibitions are held throughout the year. Some are directly related to the courses in the school curriculum; others are of general interest. The introductory courses in Art and Drawing and Painting are held in the Gallery, which is also the headquarters of the Sketch Club, a voluntary student organization. Closer correlation with other courses is being sought through the collection and circulation of material for classroom exhibitions.

The museum building is fully equipped for exhibition and museum purposes.

In addition to its activities as a part of Phillips Academy, the Addison Gallery is always open to the general public and conducts an educational program in connection with schools and organizations in the neighboring communities.

The nucleus of the present collection of American paintings was presented to Phillips Academy in 1928 by several friends of the school. The collection, now including over one thousand items is recognized as among the outstanding specialized collections in the country. Smibert, West, Stuart, Allston, Morse, and Trumbull represent the Colonial period. Of especial importance among the many paintings of the nineteenth century are several examples by Homer, Ryder, Eakins, Whistler, Sargent, Thayer, and Twachtman. The early part of the present century is shown in the work of Hassam, Metcalf, Brush, Davies, Prendergast, Bellows, and Henri. Recent acquisitions of contemporary paintings, prints, and drawings complete an exceptionally well-balanced collection.

Models of American ships, built to uniform scale, are also installed in the Addison Gallery. This collection forms a comprehensive survey of American shipping in the sailing era, with a few examples from the present day. In addition to a permanent collection of American silver, selections of furniture, glass, and silver of the Colonial period from the Mabel Brady Garvan Institute at Yale University are on permanent exhibition.

PRIZES

The following prizes are open for competition in each academic year.

ENGLISH

DRAPER PRIZES

For declamation. Twenty dollars and fifteen dollars. Founded (1878) by Warren F. Draper, class of 1843, (sustained since 1867).

MEANS PRIZES

For declamation of original essays. Twenty dollars, ten dollars, and five dollars. Founded (1879) by William G. Means, of Andover, (sustained since 1868).

ROBINSON PRIZES

For debating between a team of the Philomathean Society and one chosen from the rest of the school, or between two teams chosen by the Philomathean Society. Forty-five dollars to the winning team. Founded (1910) by Henry S. Robinson, of Andover, (sustained since 1896).

PHILOMATHEAN TOURNAMENT PRIZE

For debating in a tournament conducted annually by the Philomathean Society. Fifteen dollars to the winning team. Sustained (since 1936) by the Headmaster and the Philomathean Society.

SCHWEPPE PRIZES

In English. Open to Senior and Upper Middle Classes. Thirty dollars and twenty dollars. Sustained (since 1912) by Charles H. Schweppe, class of 1898.

GOODHUE PRIZES

In English literature and composition, including the more practical topics of elementary rhetoric. Open to Senior and Upper Middle Classes. Ten dollars and five dollars. Founded (1936) by the family of Francis A. Goodhue, of Andover, in memory of his devotion to Phillips Academy, (sustained since 1916).

CHARLES C. CLOUGH PRIZE

For an essay by a Senior on an assigned literary subject. Twenty dollars. Founded (1923) by friends of Charles C. Clough, class of 1906, in memory of his interest in literary studies and his devotion to Phillips Academy.

STEPHEN S. LANGLEY PRIZE

For an essay by a Senior on Charles Dickens. Eight dollars. Founded (1927) by Stephen S. Langley, class of 1863.

CLASSICAL LANGUAGES

JOSEPH COOK PRIZES

In Greek. Examination in Homer, including translation at sight and questions on grammar and antiquities suggested by the passage set. Fifteen dollars, ten dollars, and five dollars. Founded (1879) by Joseph Cook, LL.D., class of 1857.

WILLIAM N. WEIR PRIZE

In New Testament Greek. Thirty-five dollars. Founded (1928) by Rev. William N. Weir, class of 1895.

DOVE PRIZES

In Latin. Open to Seniors. Twenty dollars, ten dollars, and five dollars. Founded (1915) by George W. W. Dove, class of 1853, (sustained since 1880).

REVEREND ALFRED JOHNSON PRIZE

In Greek composition. Ten dollars. Founded (1932) by Alfred

Johnson, class of 1890, in memory of the Reverend Alfred Johnson, a graduate of Dartmouth College, class of 1875, (sustained since 1924).

VALPEY PRIZES

In Latin composition. Ten dollars.
In Greek composition. Ten dollars.
Open to the Upper Middle Class. Founded (1896) by Rev. Thomas G. Valpey, class of 1854.

ALLEN ROGERS BENNER PRIZE

For excellence in first-year Greek. Twenty-five dollars. Sustained (since 1939) by the Alpha Gamma Chi Society in honor of Allen Rogers Benner, class of 1888, for forty-six years Professor of Greek in Phillips Academy.

DEPARTMENT OF LATIN PRIZES

For excellence in Latin translation, composition, and recitation.

1. Open to students in Latin 3.
   (a) Translation and composition. Fifteen dollars.
   (b) Recitation from memory of poetry or prose. Fifteen dollars.
2. Open to students in Latin 2 and 1.
   (a) Translation and composition. Ten dollars.
   (b) Recitation from memory of poetry or prose. Ten dollars.

These four prizes are sustained (since 1940) by Robert B. Woolsey.

GERMAN

ROBERT STEVENSON PRIZE

In German composition. Ten dollars. Open to the Senior and Upper Middle Classes. Founded (1904) by Robert Stevenson, Jr., class of 1896, in memory of his father.

JOHN AIKEN PRIZES

In German. Open to the Senior and Upper Middle Classes. Twenty dollars and ten dollars. Sustained (since 1913) by a member of the class of 1873 in memory of John Aiken, trustee of Phillips Academy, 1844-1863, and president of the Board, 1854-1857.

FRENCH

FREDERICK HOLKINS TAYLOR PRIZES

In French conversation or French composition. Fifteen dollars and ten dollars. Founded in part (1909) by a member of the class of 1868 in memory of Frederick Holkins Taylor of that class, son of Professor John L. Taylor, treasurer of Phillips Academy, 1852-1868.

HISTORY

LLOYD W. SMITH PRIZE

In American History before 1860. Fifty dollars. Sustained (since 1924) by Lloyd W. Smith, class of 1892.

CHARLES ELLIOTT PERKINS PRIZE

In American History since 1860. Fifty dollars. Sustained (since 1927) by Mrs. William Hooper in memory of her father, Charles Elliott Perkins, of Burlington, Iowa.

GEORGE LAUDER PRIZE

In English History. Forty dollars. Founded (1916) by George Lauder in memory of his son, George Lauder, Jr., class of 1897, (sustained since 1913).

MATHEMATICS

E. B. CONVERS PRIZES

In Plane Geometry. Awarded on the basis of an examination to students in the Plane Geometry and Mathematics 3 courses. Fifteen dollars and ten dollars. Founded (1898) by E. B. Convers, class of 1857.

GEORGE T. EATON PRIZE

In Algebra. To that member of the Junior Class outstanding for proficiency in first-year Algebra. Twenty dollars. Sustained (since 1938) by Thaxter Eaton, class of 1904, in memory of his father, George T. Eaton, class of 1873, for fifty years Instructor in Mathematics.

JOHN REESE STEVENSON PRIZES

For Elementary Algebra and Plane Geometry. Awarded to a student in Mathematics 3 on the basis of an examination. Seventy-five dollars and twenty-five dollars. Sustained (since 1940) by John A. Stevenson of Overbrook, Pennsylvania.

MATTHEW S. McCURDY PRIZES

In Trigonometry and Solid Geometry. For Seniors. Awarded on the basis of class-room work and an examination. Twenty dollars and fifteen dollars. Founded (1940) by the family of the late Matthew S. McCurdy in memory of his connection with Phillips Academy as Instructor in Mathematics, from 1873 to 1921.

SCIENCES

WADSWORTH PRIZE

In Physics. To the student holding the highest rank in Physics for the year. Ten dollars. Sustained (since 1900) by William S. Wadsworth, M.D., class of 1887.

DALTON PRIZE

In Chemistry. To the student holding the highest rank in Chemistry for the year. Thirty-five dollars. Founded (1915) by Frederick Goodrich Crane, of Dalton, Massachusetts, class of 1884, trustee of Phillips Academy, 1912-1923.

OTHNIEL C. MARSH PRIZE

In Biology. To the student in the school who has been outstanding in interest and attainment in the Biological Sciences. Twenty-five dollars. Sustained (since 1936) by the Headmaster in memory of Othniel C. Marsh, class of 1851, one of the great paleontologists of his day.

MUSIC

CHARLES CUTTER PRIZE

For the playing of orchestral, especially stringed, instruments. Thirty-five dollars. Founded (1925) by Rev. C. F. Cutter, class of 1871, in memory of his father, Charles Cutter, class of 1840.

FRANK VAN DER STUCKEN PRIZE

For playing the organ or the piano. Twenty-five dollars. Sustained (since 1930) by Dirk H. van der Stucken in memory of his father.

PRIZE FOR PROFICIENCY IN PIANO-FORTE PLAYING

Ten dollars. Sustained (since 1934) by Dr. Carl F. Pfatteicher and Felix Fox.

CHOIR AND GLEE CLUB PRIZES

For outstanding service to the Choir and Glee Club through attendance, coöperation and proficiency. Four prizes of ten dollars each to Seniors. Sustained (since 1940) by an anonymous donor.

ORCHESTRA PRIZE

Ten dollars. For outstanding service by a Senior to the Orchestra through attendance, coöperation, and proficiency. Sustained (since 1940) by the Headmaster.

ART

THE MORSE PRIZE

To the student who best combines native creative ability with craftsmanship, as evidenced in a developed personal style. Twenty-five dollars. Sustained (since 1932) by Winslow Ames, class of 1925, in honor of Samuel Finley Breese Morse, class of 1805.

THE THOMPSON PRIZE

For improvement in drawing and painting. Given in memory of Augustus Porter Thompson, 3rd, class of 1928. Twenty-five dollars.

ADDISON GALLERY ASSOCIATES PRIZE

For a student who has distinguished himself in art as well as in other activities. Twenty-five dollars. Sustained (since 1941) by the Addison Gallery Associates.

OTHER PRIZES

FACULTY PRIZE

For the Senior graduating with the highest average in scholarship. One hundred dollars. Founded (1923) by Sanford H. E. Freund, class of 1897, (sustained since 1912).

FULLER PRIZE

Awarded to that member of the Senior Class who, having been at Andover not less than two years, has best exemplified and upheld in his life and work at Andover the ideals and traditions of the school. A gold medal. Sustained (since 1912) by Samuel Lester Fuller, class of 1894.

IMPROVEMENT PRIZE

For the Senior who, having been at Andover not less than three years, has shown the greatest general improvement. Fifty dollars.

THE YALE CUP

Awarded to that member of the Senior Class who has attained the highest proficiency in scholarship and athletics.

FEDERATION OF HARVARD CLUBS PRIZE

For a member of the Upper Middle Class, preparing for college, to be recommended by the Headmaster and Faculty for high scholarship and character. A book. Awarded (since 1911) by the Harvard Club of Andover.

HEADMASTER'S PRIZE

Awarded to that member of the Senior Class who exhibits most fully the qualities of coöperation and leadership. Fifty dollars. Sustained since 1933.

ROGER C. SULLIVAN PRIZES

Four prizes, of $200 each, awarded in the fall to those members of the Senior, Upper Middle, Lower Middle, and Junior Classes who made the greatest improvement in scholarship during the previous school year. Founded (1921) by Boetius H. Sullivan, class of 1905, in memory of his father, Roger C. Sullivan.

JOHN P. HOPKINS PRIZE

To be divided among those students who have received no demerit, absence, or tardy marks in the year. Two hundred dollars. Founded (1921) by Boetius H. Sullivan, class of 1905, in memory of John P. Hopkins.

BUTLER-THWING PRIZE

For the member of the Junior Class with highest marks in entrance examinations. Fifteen dollars. Founded (1918) by Capt. Francis Butler-Thwing, class of 1909.

THE PHILLIPIAN PRIZE

For outstanding service rendered to the *Phillipian.* Thirty dollars. Founded (1931) by James Q. Newton, class of 1929, and Business Manager of the *Phillipian* during his senior year.

THE CECIL K. BANCROFT PRIZE

For a self-supporting student whose performance has been most praiseworthy, taking into account scholarship, amount of self-help, and observance of rules, regulations, and ethics governing these activities. Twenty-five dollars. Awarded (since 1934) by the Headmaster, on recommendation of the Bureau of Self-Help.

THE AURELIAN HONOR SOCIETY PRIZE

To be awarded each year to that member of the graduating class who, in the opinion of the faculty and his classmates, is outstanding in sterling character, high scholarship, and forceful leadership. A cup. Established 1935.

NOTE—The dates given above are those of the years in which the several prizes, as sustained or founded, were first awarded.

GENERAL SCHOLARSHIP FUNDS

Scholarships are provided by the Trustees from the income of the following funds:

Hon. William Phillips (1795; 1804)	$ 4,633.33
Students' Educational Fund, begun with a gift of one hundred dollars from the Senior Class of 1854. Since then increased by the accumulation of income and by other gifts, including one of $1000 from Edward Taylor, treasurer 1868-1889	7,762.64
Farrar (1865). Samuel Farrar, treasurer of Phillips Academy, 1808 to 1840. (A part of this fund is for other purposes.)	22,000.00
Clarke (1870). James G. Clarke, class of 1837, in memory of his mother, Jane Aiken Clarke	1,200.00
Peter Smith Byers (1878). John Byers, class of 1844, in memory of his brother, of the class of 1847. For boys from Andover	500.00
Class of 1878 (1878)	1,200.00
Jonathan Taylor (1878). Edward Taylor, treasurer of Phillips Academy, 1868-1889, in memory of his father. For boys from Andover	1,000.00
French (1879). Hiram W. French, of Andover	1,000.00
Caroline Parker Taylor (1880). Mrs. Alpheus Hardy, in memory of the wife of Dr. Samuel H. Taylor, principal of Phillips Academy, 1838-1871.	1,000.00
Gerard Sumner Wiggin (1882). Lady Elizabeth Sumner Buckley-Mathew Fleming, in memory of her son, of the class of 1875	1,000.00

Stone Educational Fund (1882). Mrs. Valeria G. Stone of Malden	26,400.00
Richards (1889). Mrs. Mary A. Richards, of Andover, in memory of her sons, Charles Thomas Richards, assistant in the treasurer's office, and Edward Stanley Richards, class of 1875	1,450.14
Warren F. Draper (1890). Warren F. Draper, class of 1843	1,000.00
Charles L. Flint (1890). Charles L. Flint, class of 1841. Preference to boys from Middleton, Mass.	5,000.00
Henry P. Haven (1890). Henry P. Haven, of New London, Conn.	1,000.00
Emma Lane Smyth (1890). Gov. Frederick Smyth of New Hampshire, class of 1839, in memory of his wife	1,000.00
James and Persis Taylor (1890). Mrs. Mary E. Fairbanks, sister of Dr. Samuel H. Taylor, in memory of her father and mother	1,000.00
Dowe (1892). Joseph Dowe, class of 1817	3,097.98
James Calvin Taylor (1895). Mrs. Mary E. Fairbanks, in memory of her brother, of the class of 1840	1,000.00
Mary W. Holbrook (1900). Mary W. Holbrook	500.00
Carter (1906). Mrs. Ruby A. Carter, of Andover, in memory of her husband and daughter	1,500.00
Herman Verhoeff Hartwell (1907; 1926). Mr. and Mrs. Frank W. Hartwell, in memory of their son, of the class of 1908	5,000.00

George Ripley (1908). George Ripley, of Andover	2,500.00
T. A. Holt (1909). T. Augustus Holt, of Andover. For boys from Andover	26,003.24
James Huntington (1910; 1931). The widow and daughter of James Huntington, class of 1848	2,000.00
Allan Morse Penfield (1913). Allan Morse Penfield, class of 1904	1,000.00
George B. Knapp (1914). Katharine Knapp, in memory of her brother, George B. Knapp, trustee of Phillips Academy, 1899-1919	5,000.00
Thomas A. Emerson (1917). Rev. Thomas A. Emerson, class of 1859, and Mrs. Emerson	2,000.00
Harriet L. Erving (1922). Miss Harriet L. Erving, of Andover, for thirty years assistant in the treasurer's office	1,500.00
Frank Butler Walker (1923). Mrs. Mary C. B. Walker, in memory of her son, of the class of 1889	1,425.00
Abraham B. Coffin (1924). Abraham B. Coffin, class of 1852	2,000.00
Samuel M. Evans (1922). Samuel M. Evans, class of 1887. (A part of the fund is for other purposes.)	2,000.00
Amasa J. Whiting (1927). Mrs. May C. W. Speare, in memory of her father, Amasa J. Whiting	2,515.65
James H. Haste (1930; 1933). James H. Haste, class of 1894	170,923.69
Henry Waldo Greenough (1931). Henry W. Greenough, class of 1889	2,000.00

Moncrieff M. Cochran (1932). Moncrieff M. Cochran, class of 1900	2,500.00
Bancroft (1933). Cecil K. Bancroft, class of 1887, Registrar 1906-1932, in memory of his father, Dr. Cecil F. P. Bancroft, eighth principal of Phillips Academy	2,000.00
Osgood Johnson (1937). Helen O. Sprague, in memory of her grandfather and father. For New England-born students	500.00
David and Lucy Hayward Shaw Fund (1939). David and Lucy Hayward Shaw. Preference to boys from Andover	10,000.00

SPECIAL SCHOLARSHIP FUNDS

John Cornell (1894). John Cornell. For boys from Andover, recommended by the School Committee of Andover	5,000.00
Robert Henry Coleman (1919). Mrs. John Coleman, in memory of her son, Lieut. Robert Henry Coleman, class of 1912, who died in the military service of the United States, 1918 "The income is awarded annually at the end of his Junior year to a student of limited means, who, in the judgment of the Headmaster, has displayed the most promise of maintaining the highest standard of worth, measured by character, scholarship, and general influence in the school."	6,000.00
George Xavier McLanahan (1919). His mother and sister, in memory of George Xavier McLanahan,	

class of 1892 .... 10,000.00
"The income is used annually for the assistance of a worthy student or students, of limited means."

Gordon Ferguson Allen (1920). "Friends of the school," in memory of Gordon Ferguson Allen 5,000.00
"The income is awarded annually to a deserving student of character and promise and of limited means."

Rev. William Henry and Ellen Cary Haskell (1920). Rev. William Henry Haskell, class of 1856, and his five sons, classes of 1883, 1888, 1890, and 1895 .... 3,000.00
"The income is used annually in aiding a needy and deserving student to meet the regular expenses of the school."

Charles C. Clough (1923). Classmates and friends at Princeton of Charles C. Clough, class of 1906 .... 5,000.00
"The income is awarded annually on recommendation of the Senior Class to that member of the Upper Middle Class who is of limited means, and who most embodies those qualities of manliness, loyalty, cheerfulness, high purpose, and clean living which were conspicuous in the character of him in whose memory this scholarship was established."

Frank Dale Warren (1925). Frank Dale Warren, Jr., class of 1915, in memory of his father, of the class of 1879 .... 1,000.00
"The income is awarded annually to that member of the Senior Class preparing to enter Amherst College who, on the basis of character and scholarship, is deemed most deserving of the award by the faculty."

Alfred Howlett Durston (1926). Marshall H. Durston, class of 1900, in memory of his brother, of the class of 1897 .... 5,000.00
"The income is awarded annually to a student of limited means who, in the judgment of the Headmaster, embodies the best ideals of student life, scholarship, character, and influence."

Smith Lewis Multer, Jr. (1926). Smith Lewis Multer, in memory of his son, of the class of 1923 .... 5,000.00
"The income is awarded annually at the close of his Upper Middle year to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholarship and qualities of leadership and wholesome influence in the general activities of the school."

Class of 1871. Andover-Harvard (1928, sustained since 1912). Henry S. Van Duzer, class of 1871. (A part of this fund is for a College Freshman scholarship) 12,500.00
"Three hundred dollars is awarded annually on the basis of high scholarship to a member of the incoming Senior Class who is preparing for Harvard, the award to be announced at the close of the student's Upper Middle year on the basis of his record up to that time."

Class of 1871. Harvard-Andover. "Three hundred dollars, available for a graduate of Phillips Academy during his freshman year in Harvard College, the award, based on high scholarship, to be announced at the close of the recipient's Senior year in the school."

William Thompson Reed Memorial (1930). His father and mother and members of his family, in

memory of William Thompson Reed, class of 1929. 11,100.00
"The income is awarded annually to a student of character and promise at the beginning of his Senior year."

Schuyler Bussing Serviss Memorial (1936). Mrs. Charlotte B. Serviss, in memory of her son, a member of the class of 1898.............................. 5,000.00

The following scholarships are sustained by regular annual gifts, or by a single gift:

James Greenleaf Fuller (1914). Samuel Lester Fuller, class of 1894, in memory of his brother............. 200.00
"Available during his Senior year for a student of limited means who, in the judgment of the Headmaster, embodies in scholarship, character, and influence the best ideals of school life."

George Webster Otis (1920). Joseph Edward Otis, class of 1888, and Mrs. Otis, in memory of their son, Lieut. George Webster Otis, class of 1914, who died in the military service of the United States, 1918..... 250.00
"Awarded to a student who, in the judgment of the Headmaster, combines the qualities of sound character and high ambition."

Society of Inquiry (1934)....................... 400.00
"Two awards of $200 each, to two deserving students, nominated by the Headmaster, who have attended Phillips Academy for at least one year."

Amherst College (1935)....................... 400.00
An annual award, granted on the basis of scholarship, character, and need, and on the nomination of

the Headmaster, to a graduate of Phillips Academy entering Amherst; to be held for four years, or as long as the recipient maintains an average of eighty per cent or better.

DE LONG (1938). Mrs. George Bowen de Long of New York City.................................. 1,000.00
Two scholarships, of $500 each, to be held during their Freshman year at Princeton University by graduates of Phillips Academy, who have been nominated by the Headmaster on grounds of "scholarship, character, and qualities of leadership, as well as the degree of their need of assistance."

YALE UNIVERSITY (1938). Anonymous............. 1,000.00
"Awarded to a candidate selected by the Freshman Scholarship Committee at Yale, the choice to be made on the basis of a candidate's school record, his special scholarship qualifying examination, his character and personality, his capacity for leadership, his promise of future usefulness, and his financial need."

RALPH TIPTON DAVIS MEMORIAL (1939). The Class of 1904, Princeton University, in memory of Ralph Tipton Davis, of the Class of 1904, Princeton University, and of the Class of 1900, Phillips Academy. 600.00
Awarded to a student from Phillips Academy in his Freshman year at Princeton University, who is chosen by the Headmaster and Faculty of Phillips Academy because of his definite need for financial aid, scholarship, ideals, character, personality, and achievement in extra-curricular activities.

AWARD OF PRIZES AND SPECIAL SCHOLARSHIPS

1940-1941

DRAPER PRIZES

1. Robert Benton Waters, Syracuse, N. Y.
2. Frederick Appel Moore, Waban

MEANS PRIZES

1. John Burney Pierce, Jr., Dedham
2. Gordon Graham Heiner, 3d, Lexington, Va.
3. William Frederick Spengler, Menasha, Wis.

ROBINSON PRIZES

Allen Fort Colley, Grantville, Ga.
Gordon Graham Heiner, 3d, Lexington, Va.
Robert Benton Waters, Syracuse, N. Y.

PHILOMATHEAN TOURNAMENT PRIZE

John Davis Shove, Jr., Cazenovia, N. Y.
Allen Fort Colley, Grantville, Ga.

ANDREW POTTER PRIZES

1. Charles Lawrence Nelson, Miami Beach, Fla.
2. Gordon Graham Heiner, 3d, Lexington, Va.

SCHWEPPE PRIZES

1. John Burney Pierce, Jr., Dedham
2. William Frederick Spengler, Menasha, Wis.

Honorable Mention:
Spencer Flournoy, Chester, Conn.

GOODHUE PRIZES

1. John Burney Pierce, Jr., Dedham
2. Jerome Martin Ziegler, Jr., New York, N. Y.

Honorable Mention:
Lincoln Dufton Clark, Andover

STEPHEN S. LANGLEY PRIZE

Louis Vincent Sorrentino, Providence, R. I.

CHARLES C. CLOUGH MEMORIAL PRIZE

Samuel Joseph Fomon, Appleton, Wis.

JOSEPH COOK PRIZES

1. Otis William Erisman, Philadelphia, Penna.
2. Robert Krones, Great Neck, L. I., N. Y.
3. William Thompson Bacon, Jr., Winnetka, Ill.

WILLIAM N. WEIR PRIZE

Otis William Erisman, Philadelphia, Penna.

REV. ALFRED JOHNSON PRIZE

Otis William Erisman, Philadelphia, Penna.

ALLEN ROGERS BENNER PRIZE

Bernard Charles Welch, Wellesley Hills

DOVE PRIZES

1. Otis William Erisman, Philadelphia, Penna.
2. LeRoy Spencer Jimerson, Jr., Gowanda, N. Y.
3. David Allen Traylor, Wellesley Hills

DEPARTMENT OF LATIN PRIZES

Lucius Horatio Biglow, Jr., Old Lyme, Conn.
Allen McCormick Kaufman, Larchmont, N. Y.

Campbell Dirck Keyser, Morristown, N. J.
Eugene Ernest Pantzer, III, Sheboygan, Wis.
Charles Hacker Pinkham, 3d, Lynn

VALPEY CLASSICAL PRIZES

In Latin: Divided between
  Robert Elliott Hall, Pittsburgh, Penna.
  Henry Noel Reinheimer, Bedford Village, N. Y.
In Greek: Divided between
  John Gregory Smith, St. Albans, Vt.
  Richard Wiley Thickens, Menasha, Wis.

E. B. CONVERS PRIZES

1. Norman Bruce Calder, Bronxville, N. Y.
2. William Griffith Graham, Westerly, R. I.

JOHN REESE STEVENSON PRIZES

1. David Williams Brown, Dover, N. H.
2. Charles Edwin Weigold, Jr., Plandome, N. Y.

GEORGE T. EATON PRIZE

Whitney Stevens, Plainfield, N. J.

MATTHEW S. MCCURDY PRIZES

1. Allen Fort Colley, Grantville, Ga.
2. Murray Olyphant, Jr., Englewood, N. J.

RENSSELAER MEDAL

Henry Ashton Ramsay Peyton, Annapolis, Md.

ROBERT STEVENSON PRIZE

1. Jurgen Michael Honig, Athens, Ga.
2. Eugene Ernest Pantzer, III, Sheboygan, Wis.

JOHN AIKEN PRIZES

1. John Reid Thompson, Cardiff, Wales
2. Frederick Hermann Sontag, New York, N. Y.

FREDERIC HOLKINS TAYLOR PRIZES

1. Arthur Canfield Upton, Ann Arbor, Mich.
2. Thomas Tudor Loveday, Princeton, N. J.

WILLIAM S. WADSWORTH PRIZE

Paul Barton Sawyer, West Newton

DALTON PRIZE

Henry Ashton Ramsay Peyton, Annapolis, Md.

OTHNIEL C. MARSH PRIZE

Herbert Edward Stilwell, Shaker Heights, Cleveland, Ohio

GEORGE LAUDER PRIZE

Lincoln Dufton Clark, Andover

LLOYD W. SMITH PRIZE

Cyril Crimmins, New York, N. Y.

CHARLES ELLIOTT PERKINS PRIZE

Allen Fort Colley, Grantville, Ga.

PHILOSOPHY PRIZE—(Not awarded)

CHARLES CUTTER PRIZES

1. William Alfred Graham, New York, N. Y.
2. Edward Charles Troupin, Brookline

FRANK VAN DER STUCKEN PRIZES

1. Jurgen Michael Honig, Athens, Ga.
2. Richard McCurdy Ames, Old Lyme, Conn.

PRIZE FOR PROFICIENCY IN PIANO PLAYING

Divided between: Richard McCurdy Ames, Old Lyme, Conn.
William Sloane Coffin, Yarmouthport

MUSIC BOOK PRIZE

William Sumner Stiles, Scarsdale, N. Y.

CHOIR AND GLEE CLUB PRIZES

Benjamin Eby Longenecker, Jr., Middletown, Pa.—1st tenor
John Henry Freeman, Jr., Houston, Texas 2nd tenor
Divided between:
John Reid Thompson, Cardiff, Wales
Arthur Canfield Upton, Ann Arbor, Mich. } 1st bass
Raymond Hall Brown, St. Johnsbury, Vt. 2nd bass

ORCHESTRA PRIZE—Not awarded

BUTLER THWING PRIZE

Harold John Ellis, Jr., Andover

JOHN P. HOPKINS PRIZE

Divided among:

Francis Brown, Jr., Salem
John Avery Carter, Nashua, N. H.
Lincoln Dufton Clark, Andover
Paul Linwood Davidson, Gardiner, Maine
William Eaton Eastham, Andover
Christopher John Eatough, New York, N. Y.
Alfred Gilbert Harris, Andover
Victor Kermit Kiam, Greenwich, Conn.
William Dunbar Knauss, Poughkeepsie, N. Y.
Russell Hinckley Lord, Jr., Andover
James Hamilton Bates Morton, Ballardvale

John Findlay Nicoll, Andover
William Douglas Ross, Glencoe, Ill.
Paul Barton Sawyer, West Newton
John Davis Shove, Jr., Cazenovia, N. Y.
Whitney Stevens, Plainfield, N. J.
George Clinton Sweeney, Jr., West Newton
Gerard North Twomey, Andover
John Rodney White, Andover

ROGER C. SULLIVAN PRIZES

Senior—LeRoy Spencer Jimerson, Jr., Gowanda, N. Y.
Upper Middle—Paul Barton Sawyer, West Newton
Lower Middle—George Clinton Sweeney, Jr., West Newton
Junior—Daniel Thuering Carroll, Burlington, Vt.

FACULTY PRIZE

Otis William Erisman, Philadelphia, Penna.

FULLER PRIZE

Arthur Canfield Upton, Ann Arbor, Mich.

HEADMASTER'S PRIZE

Donat O'Brien Green, Mobile, Ala.

IMPROVEMENT PRIZE

Charles Lawrence Nelson, Miami Beach, Fla.

YALE CUP

Arthur Canfield Upton, Ann Arbor, Mich.

NEW ENGLAND FEDERATION OF HARVARD CLUBS PRIZE

Bernard Charles Welch, Wellesley Hills

THE PHILLIPIAN PRIZE

James Rodgers Dicken, Hinsdale, Ill.

THE CECIL K. BANCROFT PRIZE

Benjamin Eby Longnecker, Jr., Middletown, Penna.

MORSE PRIZE

David Giles Carter, Nashua, N. H.

THOMPSON PRIZE

Charles Perry Zerfas, Camby, Ind.

ADDISON GALLERY ASSOCIATES PRIZE

Arthur Canfield Upton, Ann Arbor, Mich.

THE AURELIAN HONOR SOCIETY PRIZE

Arthur Canfield Upton, Ann Arbor, Mich.

MERIT CUPS IN ATHLETICS

John Winters Fisher, Weston
Harvey Marion Kelsey, Jr., Pittsfield

JAMES GREENLEAF FULLER MEMORIAL SCHOLARSHIP

Lincoln Dufton Clark, Andover

HARVARD-ANDOVER COLLEGE FRESHMAN SCHOLARSHIP

Otis William Erisman, Philadelphia, Penna.

ANDOVER-HARVARD SENIOR SCHOLARSHIP

Russell Hinckley Lord, Jr., Andover

REV. WILLIAM HENRY AND ELLEN CARY HASKELL SCHOLARSHIP

Thomas Vincent Sullivan, Andover

ROBERT HENRY COLEMAN MEMORIAL SCHOLARSHIP

Harold John Ellis, Jr., Andover

GEORGE WEBSTER OTIS SCHOLARSHIP

Arthur LoPresti, Lawrence

GEORGE XAVIER MCLANAHAN MEMORIAL SCHOLARSHIP

Divided between:
- Philip Richard Toohey, Andover
- Warren Arthur Lewis, Andover

JOHN CORNELL SCHOLARSHIP

Alfred Gilbert Harris, Andover

GORDON FERGUSON ALLEN MEMORIAL SCHOLARSHIP

Robert Cornelius Montgomery, Stamford, Conn.

CHARLES C. CLOUGH MEMORIAL SCHOLARSHIP

David Chavchavadze, New York, N. Y.

FRANK DALE WARREN SCHOLARSHIP

Arthur Leo Coleman, Jr., Andover

ALFRED HOWLETT DURSTON SCHOLARSHIP

David Ross Toll, Chevy Chase, Md.

SMITH LEWIS MULTER, JR., MEMORIAL SCHOLARSHIP

John Livingston Macintyre, Whitinsville

WILLIAM THOMPSON REED SCHOLARSHIP

Edward Charles Troupin, Brookline

THE SOCIETY OF INQUIRY SCHOLARSHIPS

Robert Harland Northup, Bridgewater
Jurgen Michael Honig, Athens, Ga.

YALE $500 SCHOLARSHIP

Donat O'Brien Green, Mobile, Ala.

Honorary:
- Henry Donald Wilson, Scarsdale, N. Y.

AMHERST COLLEGE SCHOLARSHIP

Arthur Leo Coleman, Jr., Andover

DELONG SCHOLARSHIPS

Robert Benton Waters, Syracuse, N. Y.
Claude Junior Davis, Walnut, Ill.

RALPH TIPTON DAVIS MEMORIAL SCHOLARSHIP

Allen Fort Colley, Grantville, Ga.

THE SCHUYLER BUSSING SERVISS MEMORIAL SCHOLARSHIP

Frederick David Herberich, Everett, Ohio

SPECIAL MENTION FOR DISTINGUISHED SCHOLARSHIP DURING THE SENIOR YEAR

1940-1941

ART

David Giles Carter
George Harris Dexter
John Reid Thompson

BIOLOGY

Eolo Francis DeRosa
Charles Wesley Gardner, Jr.
Robert Benton Waters

CHEMISTRY

Henry Ashton Ramsay Peyton

ENGLISH

Hines Holt Baker, Jr.
Allen Fort Colley
Charles Wesley Gardner, Jr.
Herbert Edward Stilwell
Robert Benton Waters

FRENCH

Julius Kritzman
Philip Azreal Mazel

GERMAN

Charles Wesley Gardner, Jr.
LeRoy Spencer Jimerson, Jr.
John Reid Thompson

GREEK

Otis William Erisman
Randolph Carter Harrison, Jr.
Philip Battell Stewart, 2d

LATIN

Otis William Erisman
LeRoy Spencer Jimerson, Jr.

MATHEMATICS

Allen Fort Colley
Waldo Blanchard Lyon
Murray Olyphant, Jr.

MECHANICAL DRAWING

Henry Ashton Ramsay Peyton

PHYSICS

Murray Olyphant, Jr.

SPANISH

Allen Fort Colley

CUM LAUDE SOCIETY

This society aims to bestow that recognition upon high scholarship in the preparatory schools which the Phi Beta Kappa Society gives to it in the colleges. A scholastic average of 85% is required for election.

These members of the class of 1941 were elected to membership in the *Cum Laude* Society on the basis of their superior scholarship in all subjects for their Senior year.

Allen Fort Colley
Otis William Erisman
LeRoy Spencer Jimerson, Jr.
Robert Krones
Henry Ashton Ramsay Peyton
John Reid Thompson
Robert Benton Waters

SCHOLARSHIP HONORS 1940-1941

Honors of the First Grade

Awarded to those who have no grade lower than 80 and a grade of at least 90 in half the number of hours.

SENIORS

O. W. Erisman	1 term		

UPPER MIDDLERS

D. W. Brown	1 term	R. H. Lord, Jr.	1 term
L. D. Clark	3 terms	B. C. Welch	1 term

LOWER MIDDLERS

P. C. Matthews, Jr.	1 term	D. P. Thurber	1 term
R. C. Montgomery	1 term		

JUNIORS

W. Stevens	2 terms	R. H. Young	1 term

Honors of the Second Grade

Awarded to those who have an average of 85 and no grade lower than 70.

SENIORS

A. F. Colley	3 terms	L. S. Jimerson, Jr.	1 term
O. W. Erisman	2 terms	R. Krones	2 terms
C. W. Gardner, Jr,	1 term	H. A. R. Peyton	2 terms
G. G. Heiner, 3d	1 term	R. B. Waters	2 term

UPPER MIDDLERS

D. W. Brown	2 terms	J. M. Raymond, Jr.	1 term
B. G. Calder	2 terms	P. B. Sawyer	1 term

D. Chavchavadze	1 term	B. C. Welch	2 terms
R. H. Lord, Jr.	2 terms		

LOWER MIDDLERS

E. I. Blount	1 term	R. C. Montgomery	1 term
A. McG. Daley	1 term	E. E. Pantzer, 3d	1 term
F. D. Herberich	2 terms	T. W. Sarnoff	3 terms
H. M. Hubshman, Jr.	1 term	D. P. Thurber	1 term
P. C. Matthews, Jr.	2 terms	D. R. Toll	1 term

JUNIORS

J. W. Bolton	3 terms	J. F. Reichard	1 term
H. J. Ellis, Jr.	2 terms	W. Stevens	1 term
V. K. Kiam	2 terms	W. F. Torrance, Jr.	3 terms
D. D. Killam	1 term	R. H. Young	2 terms
R. M. O'Keeffe	1 term		

COLLEGES ENTERED BY THE CLASS OF 1941

Amherst	11
Antioch	1
University of Arizona	2
Boston College	1
Boston University School of Education	1
Bowdoin	5
Brown	2
University of California	1
University of Chicago	2
University of Colorado	1
Colorado School of Mines	1
Cornell	4
Dartmouth	4
Duke	1
Harvard	38
University of Havana	1
Haverford	1
Johns Hopkins	1
McGill	1
Kenyon	1
Massachusetts Institute of Technology	6
University of Michigan	2
University of Pennsylvania	2
Princeton	25
Stanford	1
University of Syracuse	1
University of Texas	2
United States Military Academy	1
United States Naval Academy	3
University of Vermont	1
University of Virginia	3
Wesleyan	2
College of William and Mary	1
Williams	6
University of Wisconsin	1
Yale	56
	193

STUDENTS 1941-1942

STUDENT COUNCIL

Seniors

George Herbert Walker Bush
Robert Ayres Furman
John Selmes Greenway
Gilbert Dutton Kittredge
James Potter Orr, 2d
James Arthur Reilly, Jr.
Elliott Evans Vose

Upper Middlers

William Evan Chipman
Henry Richard Duden
Craig Philip Gilbert

Lower Middlers

John Reynolds Farrington
Charles Conyngham Gifford, Jr.

SENIORS

Aaron, Henry Osborne	*Jeffersonville, Ind.*
Adams, William Alexander, Jr.	*Shanghai, China*
Aikman, William Oakley	*Cazenovia, N. Y.*
Ames, Richard McCurdy	*Old Lyme, Conn.*
Andrews, Edwin Carlos, Jr.	*Buffalo, N. Y.*
Arnold, Stuart	*Briarcliff Manor, N. Y.*
Bacon, Carter Smith	*Winnetka, Ill.*
Badger, Carlton Mills	*Greenwich, Conn.*
Bailey, George Raney, Jr.	*Englewood, N. J.*
Bancker, Robert Kirkus	*Summit, N. J.*
Barker, Grant Starr	*Cohasset*
Barnard, William Sprague	*Andover*
Barrett, Norman Whitton	*Claremont, Calif.*
Barrow, Thomas Davies	*Houston, Texas*
Bassett, James Raymond	*Waterbury, Conn.*
Batchelor, Dudley Bowman	*Kansas City, Mo.*

Bauman, William Allen	*New Rochelle, N. Y.*
Beardsley, Lehman Franklin	*Elkhart, Ind.*
Beck, Alfred Elwin, Jr.	*Lawrence*
Beggs, James Judson	*Portland, Ore.*
Bentley, William Bancroft Anderton	*Lawrence, L. I., N. Y.*
Biglow, Lucius Horatio, Jr.	*Old Lyme, Conn.*
Bissell, Charles Spencer, Jr.	*Suffield, Conn.*
Bitting, Kenneth Hills, Jr.	*Clayton, Mo.*
Bixby, William Keeney, 2d	*Clayton, Mo.*
Blackall, Frederick Steele, 3d	*Woonsocket, R. I.*
Boone, Olin Pickett	*Bayside, L. I., N. Y.*
Boutwell, Hallock Murray	*Winchester*
Brady, Frank	*Wellesley Hills*
Brayton, James Flint	*Englewood, N. J.*
Brown, David Williams	*Dover, N. H.*
Brown, George Gibson, Jr.	*Andover*
Brown, William Farrar	*Lawrence*
Bullock, James Wilson, 2d	*Cincinnati, Ohio*
Bush, George Herbert Walker	*Greenwich, Conn.*
Butler, Stuart Markle, Jr.	*St. Louis, Mo.*
Calder, Benjamin Glanton	*Bronxville, N. Y.*
Carr, John Wesley, 2d	*Flushing, L. I., N. Y.*
Carrington, James Harrison Hewes	*Riverside, Conn.*
Carter, John Avery	*Nashua, N. H.*
Cartmell, Nathaniel Madison, Jr.	*Somerville, N. J.*
Celotto, Donald William	*New Haven, Conn.*
Chavchavadze, David	*Wellfleet*
Clark, Lincoln Dufton	*Andover*
Cochran, John Thomes	*Canovanas, Puerto Rico*
Coffin, William Sloane	*Yarmouthport*
Contarino, Angelo Robert	*Methuen*
Corse, John Doggett	*Jacksonville, Florida*
De Jarnette, James Barnette	*Richmond, Ky.*
Donworth, Robert Baker, Jr.	*Pittsburgh, Pa.*
Dorsey, Leo Dean	*Douglaston, L. I., N. Y.*
Duits, Charles Samuel	*New York, N. Y.*
Dunlap, Douglas Campbell	*Knoxville, Tenn.*
Eccles, Willet Lawrence, Jr.	*Andover*

Elliot, Gordon Baylies, Jr.	*Andover*
Enos, John Lawrence	*Detroit, Mich.*
Feldman, Joseph Maxwell	*Brookline*
Feldman, Martin Bruce	*Hewlett, L. I., N. Y.*
Figueras, Juan Manuel	*Los Angeles, Calif.*
Flanagan, Joseph Vincent, Jr.	*North Andover*
Flato, Robert Henry	*Corpus Christi, Texas*
Foord, Edward	*Litchfield, Conn.*
Foster, Pell William, 3d	*Englewood, N. J.*
Francis, Warren William	*Larchmont, N. Y.*
Fuller, Samuel Spencer	*Suffield, Conn.*
Furman, Robert Ayres	*Newark, N. J.*
Gault, John William, Jr.	*Portland, Maine*
Godwin, James Jackson	*Winchester*
Gorman, James Roderick	*Chicago, Ill.*
Gostenhofer, Georges	*Chatham, N. J.*
Graves, William Lea	*Garden City, L. I., N. Y.*
Gray, Howard Keating	*Port Washington, L. I., N. Y.*
Greenway, John Selmes	*Williams, Ariz.*
Griffin, Orwin Bradford, Jr.	*Litchfield, Conn.*
Hackett, Robert Prescott, Jr.	*Wellesley Hills*
Hall, Francis Cooley, Jr.	*Chestnut Hill*
Hall, Robert Elliott	*Pittsburgh, Pa.*
Hallett, Oliver Sawyer	*Greenwich, Conn.*
Hammer, Thruston Houk	*Lincoln*
Hanna, Lindsay Donaldson	*Chester, Conn.*
Harvey, Thomas Shumway	*Cleveland, Ohio*
Haymond, William Stanley, 2d	*Fairmont, W. Va.*
Herbst, Donald Frederick	*East Orange, N. J.*
Hessey, David Coleman	*Bronxville, N. Y.*
Hessey, William Spaulding	*Bronxville, N. Y.*
Hobbs, Harry Eli, Jr.	*Flossmoor, Ill.*
Holsten, Richard Martin, Jr.	*New Canaan, Conn.*
Honig, Jürgen Michael	*Monteagle, Tenn.*
Horner, Martin McGregor	*Newark, N. J.*
Horowitz, Saul, Jr.	*New York, N. Y.*
Howard, Sedgwick	*Greenwich, Conn.*
Huser, Thomas Everett, Jr.	*Scarsdale, N. Y.*
Jesup, Nelson Ritch	*Greenwich, Conn.*
Kahn, Fred	*New Orleans, La.*

Kaufman, Allen McCormick	*New York, N. Y.*
Keuffel, Kenneth William	*Essex Fells, N. J.*
Kingsley, Walter Ingalls	*Larchmont, N. Y.*
Kittredge, Gilbert Dutton	*Dalton*
Kohlhaas, Paul William	*Piedmont, Calif.*
Lamb, Sidney Stevens	*Stanstead, Quebec, Canada*
Larkin, Howard Tuttle	*Middlebury, Conn.*
Latour, Wallace Charles	*Bronxville, N. Y.*
Leavitt, Thomas, Jr.	*Assinippi*
Leiper, Joseph McCarrell, 2d	*Blauvelt, N. Y.*
Léon, Maurice, Jr.	*Irvington-on-Hudson, N. Y.*
Lewis, Warren Arthur	*Andover*
Lo Presti, Arthur	*Lawrence*
Lord, Russell Hinckley, Jr.	*Andover*
Loveday, Thomas Tudor	*Princeton, N. J.*
Lyne, Eugene	*Chestnut Hill*
McCarter, Robert Sherman, 2d	*Syracuse, N. Y.*
McCurdy, James William	*Garden City, L. I., N. Y.*
McGovern, Addison Lane	*Winchester*
McKernin, Vincent Leo	*Great Neck, L. I., N. Y.*
McKinley, Rowland Paull, Jr.	*Paoli, Pa.*
McMahon, James	*Andover*
McNulty, Alfred Peter	*Garden City, L. I., N. Y.*
Machaj, Edward Zigmund	*Ipswich*
Macintyre, John Livingston	*Whitinsville*
Mackenzie, William Forbes, Jr.	*Laurys, Pa.*
Macomber, Robert Ranlet	*Rochester, N. Y.*
Malcolm, Talbot Marion, Jr.	*Westfield, N. J.*
Mark, Willis Pitt	*Hinsdale, Ill.*
Markey, William Laurence	*Lawrence*
Marvin, Clitus Harry, 3d	*Urbana, Ohio*
Mason, John Duncan, Jr.	*El Paso, Texas*
Meagan, Cornelius Bernard, Jr.	*North Andover*
Micou, Hilary Herbert, Jr.	*Grosse Pointe Farms, Mich.*
Midgley, Vernon Eric	*West Medford*
Mix, Averill Quintard	*Stamford, Conn.*
Morris, Ivan Ira	*Mexico City, Mexico*
Morse, Benjamin Clarke, 3d	*Reynoldsburg, Ohio*
Morton, James Hamilton Bates	*Ballardvale*
Moxley, David	*Indianapolis, Ind.*

Naugle, John Jay, Jr.	*New York, N. Y.*
Nichols, Burton Evered	*Methuen*
Northam, Allan Leslie	*Andover*
Nunez, Vasco Emilio, Jr.	*Andover*
Obermeyer, Ernest David	*New York, N. Y.*
Orr, James Potter, 2d	*Cincinnati, Ohio*
Outerbridge, Donald Graham	*St. George's, Bermuda*
Palitz, Bernard Gregory	*New York, N. Y.*
Phelps, William Lyon, 2d	*Chengtu, China*
Phillips, Calvin Howell	*Wyoming, Pa.*
Power, John William, Jr.	*Boston*
Prescott, Amos Neal, Jr.	*Passaic, N. J.*
Quarles, Thomas Bliss Stillman	*Plainfield, N. J.*
Raphael, Albert Ash, Jr.	*New York, N. Y.*
Ravenelle, George Julius	*Santiago, Chile*
Raymond, John Marshall, Jr.	*Boston*
Reed, Philip Dunham, Jr.	*Rye, N. Y.*
Reilly, David Francis	*Cambridge*
Reilly, James Arthur, Jr.	*Garden City, L. I., N. Y.*
Reynolds, Robert Keeler	*Norwalk, Conn.*
Rockefeller, Godfrey Anderson	*Greenwich, Conn.*
Rogoski, Robert Emmet Bunker	*Muskegon Heights, Mich.*
Ross, Edward Noble	*Geneva, Ill.*
Ross, William Douglas	*Glencoe, Ill.*
Rothschild, Marcus Adolphus	*New York, N. Y.*
Russell, John Butler	*New Haven, Conn.*
Sarason, Leonard	*Brooklyn, N. Y.*
Sargent, Lawton Griswold, Jr.	*New Haven, Conn.*
Saunders, William Kenneth	*Brattleboro, Vt.*
Sawyer, Paul Barton	*West Newton*
Scheft, Theodore Irving	*West Newton*
Schumacher, Paul John Fortuyn	*Houston, Texas*
Scott, Samuel Spencer, Jr.	*Scarsdale, N. Y.*
Searle, John Endicott, Jr.	*Norfolk, Conn.*
Seaver, Robert Badger	*Cohasset*
Seccombe, Stanley Gordon, Jr.	*Oxford, Conn.*
See, Henry Wesselman	*Greenwich, Conn.*
Seeburg, Noël Marshall, Jr.	*Chicago, Ill.*
Shepley, John	*Clayton, Mo.*
Sheridan, Richard Moylan	*St. Petersburg, Fla.*

Siegel, Rubin	*New York, N. Y.*
Small, Gordon Patten	*Longmeadow*
Smith, John Gregory	*St. Albans, Vt.*
Smith, Winfield Odell	*Scarsdale, N. Y.*
Sommer, Peter William	*Peoria, Ill.*
Sontag, Frederick Hermann	*New York, N. Y.*
Stevens, Robert TenBroeck, Jr.	*Plainfield, N. J.*
Stewart, Philip Battell, 2d	*Santa Barbara, Calif.*
Stiles, William Sumner	*Scarsdale, N. Y.*
Stone, Albert Edward, Jr.	*Bremerton, Wash.*
Strong, Frank Robert	*Andover*
Tavares, Manuel Enrique	*Ciudad Trujillo, Dominican Republic, West Indies*
Thickens, Richard Wiley	*Menasha, Wis.*
Thompson, John Hobart	*Cedarhurst, L. I., N. Y.*
Thompson, Mason Leo, Jr.	*Kansas City, Mo.*
Throckmorton, Bruce Hamilton	*Rye, N. Y.*
Thurston, Richardson	*Syracuse, N. Y.*
Toohey, Philip Richard	*Andover*
Treadwell, John Russell, 2d	*Salem*
Troupin, Edward Charles	*Brookline*
Twombly, Edward Bancroft, Jr.	*Summit, N. J.*
Twomey, Gerard North	*Andover*
Viney, Richard Merriam	*Aylesbury, England*
Vollmer, Alberto José	*Caracas, Venezuela, S. A.*
Vose, Elliott Evans	*Clayton, Mo.*
Vreeland, Dirck Van Riper	*New Haven, Conn.*
Wacht, Rennold	*New York, N. Y.*
Warren, George Lewis, Jr.	*Fairfield, Conn.*
Warren, George Upson	*Greenwich, Conn.*
Watson, James Broadas	*Westport, Conn.*
Weaver, Howard Sayre	*Fredonia, N. Y.*
Webb, Richard Lancaster	*Scarsdale, N. Y.*
Weir, Milton Nelson, Jr.	*Great Neck, L. I., N. Y.*
Welch, Bernard Charles	*Wellesley Hills*
Welch, Peter Charles	*Wellesley Hills*
White, George Avery, Jr.	*Worcester*
Wickwire, Winthrope Ross	*Cortland, N. Y.*
Williams, Eugene Flewellyn, Jr.	*Clayton, Mo.*
Wood, John Edward	*Brookline*

Wright, Northam Dudley	*Centerbrook, Conn.*
Yoxall, Nicholas Baldwin	*Columbus, Ohio*

Seniors—215

UPPER MIDDLERS

Ammen, David Lee	*Hopedale*
Anderson, David	*Oyster Bay, L. I., N. Y.*
Anderson, Donald Wallace	*Montclair, N. J.*
Anderson, Frank Olaus, 2d	*Jamestown, N. Y.*
Arnold, Charles Granniss	*Waterbury, Conn.*
Asbury, Taylor	*Cincinnati, Ohio*
Ashley, Charles Sumner	*Perrysburg, Ohio*
Ayers, Stewart Lindsley	*New York, N. Y.*
Baird, Richard Llewellyn	*Riverside, Conn.*
Baker, Ross Grady	*Houston, Texas*
Bates, Stephen D'Arcy	*Lancaster, Pa.*
Beck, Richard Nestel Doubleday	*New York, N. Y.*
Bennett, Winslow Wood	*Wayzata, Minn.*
Bensley, Gordon Gilmore	*Summit, N. J.*
Berman, Donald Robert	*Lawrence*
Berne, Albert, Jr.	*Madeira, Ohio*
Berne, John Henry	*Madeira, Ohio*
Blount, Eugene Irving	*Winchester*
Bonn, John Joseph	*Mt. Kisco, N. Y.*
Book, John Cadillac	*Detroit, Mich.*
Botsch, Francis William	*Andover*
Brayton, John Summerfield, Jr.	*Fall River*
Brockway, Seth Norton	*Hartford, Conn.*
Brown, Francis, Jr.	*Salem*
Brown, James McEwen	*Haverhill*
Burkhart, Richard Harvey	*Noroton, Conn.*
Burmeister, Ray Julius, Jr.	*Raleigh, W. Va.*
Burns, Donald Schofield	*Andover*
Burns, Donald Snow	*Brookline*
Burrows, Calvin	*Poquonock Bridge, Conn.*
Cahners, Walter James	*Bangor, Maine*
Calhoun, Alexander Dewey, Jr.	*Manila, P. I.*
Carty, John Russell, Jr.	*Forest Hills, L. I., N. Y.*
Cheek, Warren Melvin	*Miami, Fla.*

Cherryman, Rexford Raymond	*San Juan, Puerto Rico*
Chipman, William Evan	*Easton, Pa.*
Church, Gaylord, 4th	*Philadelphia, Pa.*
Clark, Jesse Redman, 3d	*Cincinnati, Ohio*
Coello, Carlos Rafael	*Guayaquil, Ecuador, S.A.*
Coleman, William Anderson	*Nashua, N. H.*
Conroy, David Paul	*Worcester*
Coulson, Robert	*New York, N. Y.*
Cournand, Pierre Birel Rosset	*New York, N. Y.*
Cowles, Robert Lewis, Jr.	*Green Bay, Wis.*
Crimmins, Peter Lalor	*New York, N. Y.*
Cross, Eason, Jr.	*Boston*
Cullen, John Darby	*Kennett Square, Pa.*
Curtin, Victor Thomas	*Methuen*
Cuthbertson, Raymond Phillip Stephen	*New Haven, Conn.*
Daley, Allen McGill	*Jeffersonville, Ind*
Davis, John Carlton	*Eau Claire, Wis.*
Davis, Kenneth Newton, Jr.	*Swampscott*
Devendorf, George Elbano	*Great Neck, L. I., N. Y.*
Dock, George, 3d	*New York, N. Y.*
Doherty, John Howard	*Boston*
Dorn, David Forest	*Bradford, Pa.*
Drake, Philip Meurer	*Flushing, L. I., N. Y.*
Duden, Henry Richard	*Englewood, N. J.*
Earnshaw, Donald Van Arsdale	*Glendale, Ohio*
Eastham, William Eaton	*Andover*
Eatough, Christopher John	*Woking, Surrey, England*
Eccles, Frank McCord	*Flushing, L. I., N. Y.*
Eden, Bronson Beecher Tuttle	*Great Neck, L. I., N. Y.*
Ennis, James Seferen	*New Rochelle, N. Y.*
Eschholz, Theodore Stevenson	*Andover*
Estin, Peter George	*Brookline*
Ettelson, George Wolfe	*Portland, Ore.*
Fallon, John William, Jr.	*Lawrence*
Farnsworth, William Leffingwell	*Vineyard Haven*
Ferguson, Roy Cameron, Jr.	*Rockville, Conn.*
Finnegan, John Richard	*New York, N. Y.*
Fisher, John Chisholm	*Plainfield, N. J.*
Flinn, John William	*Phoenix, Ariz.*
Flynn, Joseph Hugh	*Brooklyn, N. Y.*

Ford, Thomas Wellborn	*Houston, Texas*
French, John Lischer	*Davenport, Iowa*
Furse, Robert Goodman	*Eastland, Texas*
Gadebusch, Paul, 2d	*Summit, N. J.*
Gardner, David Lee	*St. Louis, Mo.*
Giblin, Walter Michael, Jr.	*New York, N. Y.*
Gilbert, Craig Philip	*Woodmere, L. I., N. Y.*
Golding, Samuel Yale	*West Hartford, Conn.*
Goodrich, Hugh Robert	*Houston, Texas*
Graham, William Griffith	*Westerly, R. I.*
Hadley, Leslie Raymond	*Ballardvale*
Hall, Arthur Perry	*Chestnut Hill*
Hall, Harold Barry	*New York, N. Y.*
Hammer, Benjamin Avery	*Lincoln*
Hargrave, Homer Pearson, Jr.	*Chicago, Ill.*
Harris, Leon A., Jr.	*Dallas, Texas*
Harshman, Richard Renville	*Englewood, N. J.*
Hatton, Richard Davis	*Fairhaven*
Hayes, John Sanborn	*Haverhill*
Haymond, Thomas Arnette	*Fairmont, W. Va.*
Herberich, Frederick David	*Akron, Ohio*
Herbst, Robert Fowler	*New Bedford*
Herron, Samuel Davidson, Jr.	*Sewickley, Pa.*
Holbrook, George Thomas, Jr.	*San Francisco, Calif.*
Houghteling, Joseph Gurney Cannon	*San Francisco, Calif.*
Hubshman, Henry Martin, Jr.	*New York, N. Y.*
Hudner, Thomas Jerome, Jr.	*Fall River*
Irwin, Thomas Kilshaw, 2d	*St. Davids, Pa.*
Jackson, William Edward	*Chicago, Ill.*
Jelke, John Faris, 3d	*Lake Forest, Ill.*
Jordan, Freas Frederick	*Westport, Conn.*
Jordan, Robert	*Upper Montclair, N. J.*
Jules, Laurie Everett	*West Acton*
Kaiser, Julian Stevens	*West Hartford, Conn.*
Keeler, Miner Spaulding, 2d	*Grand Rapids, Mich.*
Kemp, Philip Sperry	*Denver, Colo.*
Kerns, Leonard Raymond, Jr.	*Chicago, Ill.*
Keyser, Campbell Dirck	*Morristown, N. J.*
Kiernan, Joseph Mortimer, Jr.	*Bath, Maine*
Kimel, Robert Irving	*North Andover*

Knapp, Charles Whittemore, Jr.	*Greenwich, Conn.*
Lambeth, James Cannon	*Bolton Landing, N. Y.*
Lancaster, William Chase	*Washington, D. C.*
Lemmon, John Uhler, 3d	*Boston*
Lethbridge, George Maurice, Jr.	*Upper Montclair, N. J.*
Lewis, George Curtis, 3d	*Lancaster, Pa.*
Lewis, Walter Harris, Jr.	*Huntington, W. Va.*
Lincoln, Henry Charlton	*Cambridge*
Lippman, William Jay	*New York, N. Y.*
Loveday, Alexander Dominic	*Princeton, N. J.*
Lowsley, Oswald Swinney, Jr.	*New York, N. Y.*
Luce, Hudson Hayes	*Kansas City, Mo.*
McChesney, John Downer Pennock	*Syracuse, N. Y.*
McMorris, L. Sells	*Greenwich, Conn.*
Mahony, Francis Ronan, Jr.	*Lowell*
Mahony, Gael Michael	*Boston*
Malcolm, John Gordon	*New York, N. Y.*
Marshall, Howard Walker, Jr.	*West Newton*
Matthews, Paul Chandler, Jr.	*Scarsdale, N. Y.*
Mellor, Arthur Willard	*Great Neck, L. I., N. Y.*
Meryman, Richard Sumner, Jr.	*Dublin, N. H.*
Metcalf, John Trumbull, Jr.	*Burlington, Vt.*
Montgomery, Robert Cornelius	*Stamford, Conn.*
Morgan, Roger Hugh Vaughan Charles	*London, England*
Morris, John Harold, Jr.	*Jackson Heights, L. I., N. Y.*
Munro, James Stevenson, Jr.	*Waban*
Noble, Robert Edward, Jr.	*Adams*
Northrop, Stuart Johnston	*New Haven, Conn.*
Northup, Robert Harland	*Bridgewater*
O'Leary, Richard Paul	*Worcester*
Ordeman, Richard Lee	*Westport, Conn.*
Owen, Harold Holmes, Jr.	*Concord, N. H.*
Pabst, William Frederick, Jr.	*Milwaukee, Wis.*
Palmer, William Beresford, 3d	*Grosse Pointe, Mich.*
Pantzer, Eugene Ernest, 3d	*Sheboygan, Wis.*
Parish, Robert Underwood	*Houston, Texas*
Parker, Alan Breck	*Ann Arbor, Mich.*
Paul, George Everet, Jr.	*Ridgewood, N. J.*
Peck, Charles Edward	*Lancaster, Pa.*
Perkins, Frederick Gibson	*York, Pa.*

Phelan, William Lawrence	*Fall River*
Phelps, Mason, Jr.	*Lake Forest, Ill.*
Pidgeon, John Anderson	*Andover*
Pinkham, Charles Hacker, 3d	*Swampscott*
Poor, Peter Varnum	*New City, Rockland Co., N. Y.*
Porter, O. Stanley, Jr.	*Shrewsbury*
Potter, Nathaniel Restcome, Jr.	*Rochester, N. Y.*
Putnam, John Gale	*Oregon, Ill.*
Reed, Earl Frederick, Jr.	*Pittsburgh, Pa.*
Reitzel, Nicolas Martin	*Haverford, Pa.*
Rogers, Samuel Stevens	*Newton Centre*
Runyon, Harry Mefford	*Darien, Conn.*
Santo Domingo, Julio Mario	*Barranquilla, Colombia, S. A.*
Sarnoff, Thomas Warren	*New York, N. Y.*
Schmid, Raymer	*Montclair, N. J.*
Schock, William Crawford	*St. Louis, Mo.*
Schwarzer, Perry Frederick	*Manlius, N. Y.*
Shaffer, Herbert, Jr.	*Cincinnati, Ohio*
Sharp, William Leslie	*Chicago, Ill.*
Sheridan, Harold Joseph, Jr.	*St. Petersburg, Fla.*
Sherrill, Arthur Miles, Jr.	*New York, N. Y.*
Sides, Andrew Benjamin, Jr.	*Waban*
Simpson, Henry Havelock, Jr.	*Elkins Park, Pa.*
Smith, Bardwell Leith	*Libertyville, Ill.*
Stevens, George Clifton	*Quincy*
Stevens, Richard Irving	*Andover*
Stevenson, John Archibald	*Lake Forest, Ill.*
Stewart, Howard Douglas, 2d	*New York, N. Y.*
Strout, Frank Noyes	*Portland, Maine*
Stuart, Dwight Lyman	*Milwaukee, Wis.*
Sweeney, George Clinton, Jr.	*West Newton*
Taintor, Nelson Case, Jr.	*Hartford, Conn.*
Tebbetts, Edwin Hallett	*Waban*
Thielens, Wagner Perrin, Jr.	*Tuscaloosa, Ala.*
Thomas, Frank Andrew, Jr.	*Charleston, W. Va.*
Thomas, Walter Frederic, Jr.	*Lowell*
Thurber, Davis Peabody	*Nashua, N. H.*
Thurber, George Freeman, Jr.	*Nashua, N. H.*
Toll, David Ross	*Tolland, Colo.*
Toms, Laurence	*Carpinteria, Calif.*

Townsend, James Park	*Sewickley, Pa.*
Traylor, Robert Hobbs	*Wellesley Hills*
Vayo, Henry Harrison, 2d	*Rochester, N. Y.*
Vinsel, John Edward	*Louisville, Ky.*
Vorce, Raymond Martin, Jr.	*Belmont*
Walen, Donald Atchison	*Andover*
Wallace, Donald Lloyd	*Lakewood, Ohio*
Weamer, Paul Evans	*Andover*
Weigold, Charles Edwin, Jr.	*Plandome, L. I., N. Y.*
Weiner, Charles Hershal	*Methuen*
Whaley, George Stewart, Jr.	*Palm Beach, Fla.*
Wheelock, John Topping	*Peoria, Ill.*
White, John Barber	*Kansas City, Mo.*
Wieting, Harry Nye, 3d	*Toledo, Ohio*
Wilde, Leon Graves	*North Andover*
Wilson, George Warren, 2d	*Melrose*
Worthen, Palmer Bullard	*Winchester*
Wright, Clifford Ramsey, Jr.	*Cincinnati, Ohio*

Upper Middlers—212

LOWER MIDDLERS

Abbott, Julian Bingham	*Cleveland Heights, Ohio*
Abrons, Richard	*New Rochelle, N. Y.*
Adams, Frederick Wildes, Jr.	*Pittsburgh, Pa.*
Adams, William, 3d	*Hewlett, L. I., N. Y.*
Allen, Gordon Ferguson	*Meriden, Conn.*
Allenby, Hubert Alfred	*Webster*
Anderson, Lucius Marvin	*Montclair, N. J.*
Arnold, Mason Green	*Willimantic, Conn.*
Ashburn, John Robert	*Andover*
Ault, John Burchenal	*Redding, Conn.*
Avery, John, Jr.	*Andover*
Bailey, John Curtis	*Portland, Ore.*
Ballard, Ernest Schwefel, Jr.	*Hubbard Woods, Ill.*
Bassett, Louis Allan	*Waterbury, Conn.*
Bergheim, Melvin Lewis	*Brookline*
Bernardin, Eugene Arthur, Jr.	*Andover*
Bidgood, Berkeley Carrington	*West Hartford, Conn.*
Bishop, Clarence Morton, Jr.	*Portland, Ore.*

Blume, Robert Paul	*Pittsburgh, Pa.*
Boeschenstein, William Wade	*Perrysburg, Ohio*
Bolton, John Wesson	*North Andover*
Bomeisler, Douglass Mortimer, Jr.	*Greenwich, Conn.*
Boyce, Frederick May, Jr.	*Andover*
Briggs, Winstanley Crowen	*Lake Forest, Ill.*
Budd, Stephen Edward, Jr.	*New York, N. Y.*
Buffington, George Nicholas, Jr.	*Washington, D. C.*
Bull, Richard Sutton, Jr.	*Winnetka, Ill.*
Burke, Robert Henry	*Greenfield*
Canty, George Romuald, Jr.	*Boston*
Carroll, Daniel Thuering	*Burlington, Vt.*
Castle, Richard De Wynt	*Rochester, N. Y.*
Chamberlin, Frederick Bishop, Jr.	*Winchester*
Cheek, Leon Theodore, 2d	*Miami, Fla.*
Collins, John Kevin	*Andover*
Conroy, James Joseph, Jr.	*Worcester*
Cook, Edward Shove	*Rochester, N. Y.*
Coon, Carleton Stevens, Jr.	*Sudbury*
Crossley, Robert Smith	*Fall River*
Cushing, Andrew Carmichael	*Brunswick, Maine*
Cushing, Robert Hamilton, Jr.	*Lancaster, N. Y.*
Dalrymple, James William, Jr.	*Andover*
Dana, Arnold Guyot, 2d	*Providence, R. I.*
David, John Cyrenius	*Evanston, Ill.*
Davis, Charles Gibbons, 2d	*Flourtown, Pa.*
Deming, Herbert Everett	*Hamden, Conn.*
Devendorf, Andres Hugh	*Great Neck, L. I., N. Y.*
Dickey, John Stanley	*Rockville Center, N. Y.*
Dines, David Eaton	*Denver, Colo.*
Dorsey, John David	*Douglaston, L. I., N. Y.*
Dulaney, Woodford Hector, Jr.	*Louisville, Ky.*
Elliott, Caleb Denny, Jr.	*Port-au-Prince, Haiti, West Indies*
Ellis, Harold John, Jr.	*Andover*
Ennis, James Jerome	*Brooklyn, N. Y.*
Estin, Hans Howard	*Brookline*
Farrington, John Reynolds	*Lowell*
Flint, Robert Pease	*Hinsdale, Ill.*
Gaffey, Eugene Edward	*West Medford*
Gale, Justin Edgerton	*Andover*

Garrett, Robert Russell	*Lebanon, N. H.*
Garvey, John Powell	*Hewlett, L. I., N. Y.*
Gifford, Charles Conyngham, Jr.	*New York, N. Y.*
Gordon, Graham	*Louisville, Ky.*
Graham, William Alfred	*New York, N. Y.*
Grant, Lester Joseph, 3d	*Boston*
Harig, Bernhardt Gold	*Andover*
Harrington, Richard Buck	*Worcester*
Harris, Alfred Gilbert	*Andover*
Hayes, Edmund, Jr.	*Portland, Ore.*
Heckel, Theodore Gustav	*Massapequa, L. I., N. Y.*
Heming, Charles Emanuel	*New York, N. Y.*
Hendricks, Thomas Arthur	*Watertown, N. Y.*
Henes, John Baptist	*Menominee, Mich.*
Henningsen, Victor William, Jr.	*Pelham, N. Y.*
Hill, John Dana	*Andover*
Hippard, John Stevens	*Uniontown. Pa.*
Hollister, David Garber	*Ithaca, N. Y.*
Hotchkiss, John Caddell	*Middlebury, Conn.*
Hudner, James Hay	*Fall River*
Humphries, Floyd Thurston, Jr.	*Andover*
Isham, Heyward	*New York, N. Y.*
Johnson, Rand Carleton	*Louisville, Ky.*
Jones, Stanley Washburn	*Bay St. Louis, Miss.*
Kalbfleisch, Karl Henry, Jr.	*Wellesley Hills*
Kelly, Gordon Brooks	*Olney, Ill.*
Kelty, William Raycroft, Jr.	*Bound Brook, N. J.*
Kiam, Victor Kermit	*Greenwich, Conn.*
Killam, Dwight Delavan	*Andover*
Lauterpacht, Elihu	*Riverdale, N. Y.*
Leach, Robert Milton, 2d	*South Dartmouth*
Lord, John Franklin	*Andover*
Love, Henry King	*Parkdale, Ore.*
McGowan, Thomson Cook	*Cleveland Heights, Ohio*
McKee, Stephen Jewett	*Portland, Ore.*
McMahon, Leo Thomas, Jr.	*Camp Hill, Pa.*
Magee, Frank Mortimer, Jr.	*New Bloomfield, Pa.*
Mellor, Charles Richard	*Great Neck, L. I., N. Y.*
Moody, Richard Henderson	*Andover*
Moore, Frederick Appel	*Waban*

Morgan, Richard Sherley	*Princeton, N. J.*
Neale, William Forrester, Jr.	*Dallas, Texas*
Nicoll, John Findlay	*Andover*
Niebank, Cornelius George, Jr.	*Jamestown, N. Y.*
O'Brien, Charles Ambrose	*Lawrence*
O'Brien, Robert Thomas	*Medford*
O'Keeffe, Richard Michael	*Chestnut Hill*
Parker, Otis Hudson, Jr.	*Watertown*
Pattee, Richard Saltonstall	*Cambridge*
Pemberton, Ian Seaton	*New York, N. Y.*
Percy, Robert Bosworth	*Westboro*
Phillips, Harry, 3d	*Woodmere, L. I., N. Y.*
Phinney, Arthur Osgood, Jr.	*Winchester*
Pile, Roger Sloane	*Manhasset, L. I., N. Y.*
Pitman, Douglas Townsend	*Andover*
Pratt, Frederick Sanford, 2d	*Chestnut Hill*
Rains, James Breer	*Sewickley, Pa.*
Randolph, John	*New York, N. Y.*
Reichard, John Francis	*Brooklyn, N. Y.*
Reisler, Joseph Wells	*New York, N. Y.*
Rentschler, William Henry	*Hamilton, Ohio*
Reynolds, Thomas Hayward	*Gardner*
Rich, William Thayer, 3d	*Andover*
Robbins, John William Moore, Jr.	*Greenwich, Conn.*
Robinson, John Chatfield	*Great Neck, L. I., N. Y.*
Robinson, Paul Vincent, Jr.	*Hewlett, L. I., N. Y.*
Rockwell, Dwight, Jr.	*New York, N. Y.*
Rodenbach, Charles Bushnell	*Naugatuck, Conn.*
Rohrbach, Gerwin Karl Heinrich	*Andover*
Roome, Peter Willemse	*Greenwich, Conn.*
Rosenblatt, Richard David	*New York, N. Y.*
Sagar, Charles Parker	*Greenwich, Conn.*
Schroeder, John Allan	*Scarsdale, N. Y.*
Scott, George Drake, Jr.	*East Hampton, L. I., N. Y.*
Selden, George Lord	*Andover*
Selfridge, Walter Robert, Jr.	*Andover*
Seymour, Roger Sherwood	*Greenwich, Conn.*
Shepard, John Field	*Ballardvale*
Shupe, Richard Amidon	*Cleveland, Ohio*
Simons, Harold Lee	*Great Neck, L. I., N. Y.*

Slocum, Robert Gregson	*Montreal, Canada*
Snare, William Dulles	*Englewood, N. J.*
Snook, John Butler	*Upper Montclair, N. J.*
Sobin, Lester Gerard	*Jamaica Plain*
Stark, Frederic Wagner, 2d	*Hazleton, Pa.*
Stevens, John Peters, 3d	*Plainfield, N. J.*
Stevens, Whitney	*Plainfield, N. J.*
Stockwell, Sherwood Beach	*Hamilton*
Strong, Carlton Matthew, Jr.	*Andover*
Strong, Roger Leon	*New York, N. Y.*
Sturges, Douglas Watts	*New Haven, Conn.*
Sullivan, Thomas Vincent	*Andover*
Tait, James Ballentyne, Jr.	*Janesville, Wis.*
Taylor, Jack	*New York, N. Y.*
Thomas, John Fox, Jr.	*Houston, Texas*
Tompkins, Gerald Samuel, Jr.	*Front Royal, Va.*
Torrance, Walter France, Jr.	*Waterbury, Conn.*
Tucker, Alvin Howard	*Brookline*
Underhill, Edwin Stewart, 3d	*Hammondsport, N. Y.*
Upham, James Phineas	*Newton Centre*
Vandervoort, Arthur Stewart, 3d	*Houston, Texas*
Walker, Willard Brewer	*Hingham*
Ward, Elmer Lawrence, Jr.	*Brookline*
Ware, Charles Lewis, Jr.	*Andover*
White, Peter Gillette	*Smithtown, L. I., N. Y.*
Whitney, Wheelock, Jr.	*St. Cloud, Minn.*
Wilcox, William Walter, 3d	*Englewood, N. J.*
Williamson, Robert Byron, Jr.	*Augusta, Maine*
Wilson, Norman Henry	*Prides Crossing*
Wise, Edward Everett	*Cambridge*
Woodrow, William Tillman, Jr.	*Cincinnati, Ohio*
Woodruff, Edward Crane	*Elizabeth, N. J.*
Young, Raymond Henry	*Needham*
Zierick, Russell Frederick	*Yonkers, N. Y.*

Lower Middlers—172

JUNIORS

Adams, Elmer Haney, 2d	*Washington, D. C.*
Alford, Frederick Hascy Pouch	*Orange, Conn.*
Allen, Corey	*Littleton, Colo.*

Anderson, Thomas Hart, 3d	*Princeton, N. J.*
Andrews, Robert Underwood	*Greenwich, Conn.*
Arey, Florian George, Jr.	*Wollaston*
Ault, Bromwell, Jr.	*Redding, Conn.*
Baker, Peter Bulkeley	*Grosse Pointe, Mich.*
Baker, Seth Harry	*New York, N. Y.*
Barnum, William Milo	*Greenwich, Conn.*
Barss, Lawrence Whitcomb	*Andover*
Bassick, Edgar Webb, 3d	*Bridgeport, Conn.*
Beckwith, Andrew Madds	*Fitchburg*
Bell, Wallace Houston	*Andover*
Bell, Warren Harding	*Andover*
Bergstrom, Lee Barnard	*Shaker Heights, Ohio*
Black, Robert Fager, Jr.	*Cleveland Heights, Ohio*
Blake, John Wright	*Wellesley Hills*
Bolton, Wallace Ladd	*North Andover*
Boyd, William Young	*Panama City, R. P.*
Boynton, Nehemiah, 3d	*Waban*
Burbank, Reginald, Jr.	*New York, N. Y.*
Burgess, Newton Albert, Jr.	*Summit, N. J.*
Burns, James Ferguson, 3d	*New York, N. Y.*
Bushnell, Frederic Folsom	*West Newton*
Carter, Alan Peter	*Woodstock, Vt.*
Chance, R. Robinson, Jr.	*Summit, N. J.*
Chase, Frederick Starkweather, 2d	*Middlebury, Conn.*
Chun, Kenneth Kee-Hoi	*Shanghai, China*
Conant, Brewster	*Chestnut Hill*
Coolidge, Archibald Cary, Jr.	*Lakeville, Conn.*
Cox, John Edwin, Jr.	*Fall River*
Crehore, William Williams, 3d	*Plainfield, N. J.*
Cushman, Robert Donnelly	*Cali, Colombia, S. A.*
Dake, Richard Edwin	*Andover*
Dalley, Lawrence Cutting	*New York, N. Y.*
Dean, Robert Charles, Jr.	*Wellesley Farms*
De Witt, Richard Herbert, Jr.	*Binghamton, N. Y.*
Dixon, John Iversen	*Hamden, Conn.*
Dunn, Gary Roberts	*Champlain, N. Y.*
Eastham, John Perry	*Andover*
Farmin, Wray Dee, Jr.	*Spokane, Wash.*
Ferreri, George Peter	*Brooklyn, N. Y.*

Fields, Dozier Nelson, Jr.	*Islip, L. I., N. Y.*
Fish, Mitchell	*Greenwich, Conn.*
Fisher, Harry Eckhart, Jr.	*Aliquippa, Pa.*
Fuller, Alexander Sessums Cleveland	*Portchester, N. Y.*
Gallagher, John Francis	*Colorado Springs, Colo.*
Garry, John Bert	*Methuen*
Gaylord, Benjamin Harden	*Honolulu, Hawaii*
Gearing, Charles Morris, 2d	*Meriden, Conn.*
Gelb, Bruce Stuart	*Stamford, Conn.*
Gerlach, Edgar Martin, Jr.	*Danbury, Conn.*
Goff, Frederick Harris	*Cleveland, Ohio*
Grant, Dana Wentworth	*Pelham, N. Y.*
Gray, Richard Emery	*Syracuse, N. Y.*
Hand, James Dennis	*Forest Hills, L. I., N. Y.*
Hatch, Robert Phillips	*Fairfield, Conn.*
Hayden, Howard Penberthy	*Santiago, Chile*
Hetzler, Peter	*New York, N. Y.*
Holbrook, John Ginn	*Haverhill*
Homer, Chester Earl, Jr.	*Newton Centre*
Hopewell, Frank Blake	*Newton*
Horner, Leonard Mansfield	*West Hartford, Conn.*
Hornor, Townsend	*New York, N. Y.*
Hurley, Raymond Joseph, Jr.	*Kenilworth, Ill.*
Hyder, Henry Kalil, Jr.	*Methuen*
Jelke, Charles Clarke	*Lake Forest, Ill.*
Jenkins, Chester Taylor	*Andover*
Jewett, George Frederick, Jr.	*Spokane, Wash.*
Keeler, Ralph Thompson	*New Milford, Conn.*
Kellett, John Wilson	*Methuen*
Kent, William Robert	*Birmingham, Mich.*
Kerns, Thomas Harry	*Chicago, Ill.*
Killam, Frederick Meacham	*Hamden, Conn.*
Kohlberg, Laurence	*Bronxville, N. Y.*
Kohler, Carl James, Jr.	*Kohler, Wis.*
Lebenthal, James Avram	*New York, N. Y.*
Lee, John Maxim	*Farmington, Conn.*
Levin, William Robert	*Norwich, Conn.*
Levis, Frederick Hemsley, Jr.	*Chestnut Hill, Pa.*
Lowe, Robert White	*Andover*
Loye, John Francis, Jr.	*Andover*

Lyne, Daniel Joseph, Jr.	*Chestnut Hill*
McCracken, Cummings Chesney	*Pittsfield*
McDuffie, Charles Howard	*Andover*
McManaway, James Clifford, Jr.	*Clarksburg, W. Va.*
Madeira, Edward Walter, Jr.	*Germantown, Pa.*
Manning, David Elliott	*Malden*
Manship, John Paul	*New York, N. Y.*
Marks, Peter	*Chicago, Ill.*
Mason, Leland Benjamin	*Lawrence*
Mauran, Duncan Hunter	*Providence, R. I.*
Meagan, Richard William	*North Andover*
Metcalfe, Stephen Brownlow, Jr.	*New Haven, Conn.*
Mettler, William Kingsland	*East Orange, N. J.*
Meyer, Henry Coddington, 4th	*New York, N. Y.*
Milam, Arthur Wilson	*Jacksonville, Fla.*
Miller, William Henry	*Andover*
Moher, Arthur Keefe	*Wellesley Hills*
Morris, Edward Joseph, 3d	*Pittsburgh, Pa.*
Morris, Nelson, 2d	*Chicago, Ill.*
Morris, William Horace	*Greenwich, Conn.*
Morrison, Robert Lawrence	*Seattle, Wash.*
Morrison, Walter Hordhoff	*West Hartford, Conn.*
Morton, Charles Bruce, 3d	*Charlottesville, Va.*
Munroe, Allan Ray	*Andover*
Munsill, Marcus	*New York, N. Y.*
O'Shea, William Francis	*Belmont*
Page, Hazen Laburton	*Manchester, N. H.*
Payne, Frederick Roberts	*Marblehead*
Power, Edward Joseph	*Boston*
Quinby, Henry Dean, 3d	*Rochester, N. Y.*
Reese, John Gilbert	*Newark, Ohio*
Reid, Harold Bishop, Jr.	*Bristol, Conn.*
Ryan, John Joseph, 3d	*Hewlett, L. I., N. Y.*
Scheide, Philip Cornell	*West Hartford, Conn.*
Schine, Gerard David	*Gloversville, N. Y.*
Searles, Charles Colden, Jr.	*Lake Forest, Ill.*
Shealy, Austin Craig	*Stamford, Conn.*
Simpson, William Kelly	*New York, N. Y.*
Sper, Norman Leopold, Jr.	*Hollywood, Calif.*
Steere, Anthony Wayne	*Akron, Ohio*

Sutherland, Kenneth	*New Rochelle, N. Y.*
Taylor, Holmes Webster	*Jackson Heights, L. I., N. Y.*
Terry, Robert William	*Hewlett, L. I., N. Y.*
Thompson, Michael Sewall	*Warrenton, Va.*
Turner, John David	*Maracaibo, Venezuela*
Twombly, Alexander Hamilton, Jr.	*Summit, N. J.*
Upton, Herbert Hawkes, Jr.	*Ann Arbor, Mich.*
Vollmayer, John William	*Middlebury, Conn.*
Vought, Thomas Benedict	*Wellesley Hills*
Ward, Lawrence William	*Brookline*
Warren, Henry Pitt, 3d	*Greenwich, Conn.*
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Wigren, Arthur Adolph	*Glen Ridge, N. J.*
Wilbur, William Hale, Jr.	*Highland Park, Ill.*
Wirtz, Ralph Joseph	*Andover*
Wise, John Laing, Jr.	*Butler, Pa.*
Wogan, Joseph Mansfield	*Newton*
Ziegler, Warren Leigh	*New York, N. Y.*
Zonino, Frederick Day	*Naugatuck, Conn.*
Zonino, James Day	*Naugatuck, Conn.*

Juniors—143

CLASSIFICATION

Seniors	215
Upper Middlers	212
Lower Middlers	172
Juniors	143
	742

REPRESENTATION

Massachusetts	208	Virginia	3
New York	153	Arizona	2
Connecticut	92	Minnesota	2
New Jersey	44	Tennessee	2
Pennsylvania	33	Alabama	1
Illinois	31	Iowa	1
Ohio	28	Louisiana	1
Texas	13	Mississippi	1
Missouri	12	England	3
Michigan	11	Canada	2
New Hampshire	9	Chile	2
California	8	China	2
Wisconsin	8	Colombia	2
Florida	7	Puerto Rico	2
Oregon	7	Venezuela	2
Maine	6	Bermuda	1
West Virginia	6	Dominican Republic	1
Colorado	5	Ecuador	1
Kentucky	5	Haiti	1
Vermont	5	Hawaii	1
Indiana	4	Mexico	1
Rhode Island	4	Philippine Islands	1
Washington	4	Republic of Panama	1
District of Columbia	3		
			742

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F. Abbot Goodhue, '02
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John M. Woolsey, '94

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(Short Hills)
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(Maplewood)
Morris P. Skinner, '24
(Newark)
Lloyd W. Smith, '92
(Madison)

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(Fairfield)
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(Scarsdale)
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(Greenwich)
J. Verner Reed, '22
(Greenwich)
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(Scarsdale)
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(Middlebury)

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Douglas C. Townson, '10

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Sidney R. Overall, '03
Ira E. Wight, Jr., '20

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Dean Dillman, '14
Francis V. Keesling, Jr., '26
Samuel F. B. Morse, '03

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Pendleton Miller, '28

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Irving D. Vann, '93

Tulsa

J. W. R. Crawford, Jr., '14
Charles F. Hewett, '14

Washington

Charles G. Abbot, '91
Ord Preston, '94

FORM OF BEQUEST

(GENERAL)

I give and bequeath to the Trustees of Phillips Academy, a corporation existing under the laws of the Commonwealth of Massachusetts, and located in the town of Andover in said Commonwealth................................dollars, to be used at their discretion.

(SPECIFIC)

I give and bequeath to the Trustees of Phillips Academy, a corporation existing under the laws of the Commonwealth of Massachusetts, and located in the town of Andover in said Commonwealth................................dollars, in trust for the following uses and purposes; that is to say:

(here specify in detail the purposes.)

It is advisable for any one contemplating a bequest for charitable purposes to ascertain the requirements of the law in the State in which he resides, and to take especial pains that such requirements are complied with.

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CATALOGUE OF

PHILLIPS ACADEMY

ANDOVER, MASSACHUSETTS

ONE HUNDRED AND SIXTY-FIFTH YEAR

1942-1943

NON SIBI
FINIS ORIGINE PENDET
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ANDOVER, MASSACHUSETTS
PUBLISHED BY THE ACADEMY
JANUARY, 1943

CATALOGUE OF

PHILLIPS ACADEMY

ANDOVER, MASSACHUSETTS

ONE HUNDRED AND SIXTY-FIFTH YEAR

1942-1943

ANDOVER, MASSACHUSETTS
PUBLISHED BY THE ACADEMY
JANUARY, 1943

1943

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*CALENDAR

1943

Second term begins	8.15 P.M., Wednesday, Jan. 6
Second term ends	Wednesday, March 10

Spring Recess—21 days

Third term begins	8.15 P.M., Wednesday, March 31
Recitations close	Wednesday, June 9
Commencement	Friday, June 11
Third term ends	Friday, June 11
School entrance examinations in Andover and New York City	Monday, Tuesday, and Wednesday, June 14, 15 and 16

SUMMER VACATION—14 Weeks

Summer session begins	Wednesday, June 30
Summer session ends	Thursday, August 26
Rooms ready for occupancy	10 A.M., Monday, Sept. 20
Entrance examinations	9 A.M., Tuesday, Sept. 21
Registration of returning students:	
Juniors and Lower Middlers	Before 2 P.M., Tuesday, Sept. 21
Upper Middlers and Seniors	Before 2 P.M., Wednesday, Sept. 22
Registration of entering students:	
Juniors and Lower Middlers	Before 8 P.M., Tuesday, Sept. 21
Upper Middlers and Seniors	Before 8 P.M., Wednesday, Sept. 22
Thanksgiving Day	Thursday, Nov. 25
First term ends	Wednesday, Dec. 15

Christmas Recess—21 days

1944

Second term begins	8.15 P.M., Wednesday, Jan. 5
Second term ends	Wednesday, March 8

Spring Recess—21 days

Third term begins	8.15 P.M., Wednesday, March 29
Recitations close	Wednesday, June 7
Commencement	Friday, June 9
Third term ends	Friday, June 9
School entrance examinations in Andover and New York City	Monday, Tuesday and Wednesday, June 12, 13 and 14

*These dates are subject to change, depending on war conditions.

PHILLIPS ACADEMY

Founded in 1778 by

Samuel Phillips John Phillips, LL.D.

Samuel Phillips, Jr.

Constitution and deed of trust signed	April 21, 1778
School opened	April 30, 1778
Act of incorporation	October 4, 1780

HEADMASTERS*

ELIPHALET PEARSON, LL.D.	1778—1786
EBENEZER PEMBERTON, LL.D.	1786—1793
MARK NEWMAN, A.M.	1794—1809
JOHN ADAMS, LL.D.	1810—1833
OSGOOD JOHNSON, A.M.	1833—1837
SAMUEL H. TAYLOR, LL.D.	1838—1871
FREDERIC W. TILTON, A.M.	1871—1873
CECIL F. P. BANCROFT, Ph.D., L.H.D., LL.D.	1873—1901
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CLAUDE M. FUESS, Ph.D., Litt.D., L.H.D.	1933—

*From 1786 to 1927 the head of the Academy bore the title of Principal.

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Elected 1938

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Elected 1942 — WILLIAMSTOWN

WILLIAM EDWARD STEVENSON, A.B. — NEW YORK, N.Y.
Elected 1943

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Instructor 1908-1933. Elected Headmaster 1933	
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On the Alfred Lawrence Ripley Foundation	
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Instructor in Chemistry	
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Assistant Registrar	1930-1932, re-appointed 1933
Instructor in English	
*PHILIP KIRKHAM ALLEN, A.B.	1 Highland Road
Assistant Registrar	Appointed 1936
Instructor in English	

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*On leave of absence with the armed services of the U. S. A.

*JOHN BROMHAM HAWES, III, A.B. ASSISTANT REGISTRAR *Instructor in English*	Salem Street Appointed 1934
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ALICE THACHER WHITNEY RECORDER	27 Highland Road Appointed 1902

The Administration Offices are in George Washington Hall.

Office hours—Week days, 9 A.M. to 12 Noon, and (except Saturday) 2 P.M. to 5 P.M. Appointments should be made in advance, if possible.

*On leave of absence with the armed services of the U. S. A.

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ARCHIBALD FREEMAN, A.M. Cortland, N. Y.
Instructor in History, Emeritus

JAMES CHANDLER GRAHAM, S.B. Wildwood Farm
Instructor in Natural Sciences, Emeritus

JOHN LEWIS PHILLIPS, A.B. Glen Ridge, N. J.
Instructor in Latin, Emeritus

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Instructor in Mathematics, Emeritus West Hartford, Conn.

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FRANK O'BRIEN, A.B. Phillips Street
Instructor in English, Emeritus

HORACE MARTIN POYNTER, A.B. 6 School Street
Instructor in Latin on the Samuel Harvey Taylor Foundation
Appointed 1902

GEORGE FRANKLIN FRENCH, A.M. Hidden Field
Instructor in French Appointed 1907

FREDERICK MAY BOYCE, A.M. 154 Main Street
Instructor in Physics Appointed 1909

OSWALD TOWER, A.B. 32 Phillips Street
Instructor in Mathematics Appointed 1910

CARL FRIEDRICH PFATTEICHER, Ph.D., Th.D.
Instructor in Music and Philosophy on the Martha Cochran Foundation 173 Main Street
Appointed 1912

FREDERIC WILLIAM HEATON STOTT, A.B.
Instructor in English Williams Hall
Appointed 1912

MONTVILLE ELLSWORTH PECK 1 Highland Wayside
Physical Director Appointed 1916

ROY EVERETT SPENCER, A.B. 21 Phillips Street
Instructor in English Appointed 1917

LESTER CHARLES NEWTON, A.M. 29 Highland Road
Instructor in French Appointed 1918

FRANK MAY BENTON, A.B. 9 Salem Street
Instructor in Latin on the John Charles Phillips Foundation
Appointed 1918

WINFIELD MICHAEL SIDES, S.B. 89 Bartlet Street
Instructor in Mathematics on the Alfred Ernest Stearns Foundation
Appointed 1919

RAY ARTHUR SHEPARD, S.B. 50 Salem Street
Director of Physical Education Appointed 1919

ROSCOE EDWIN DAKE, S.B. Hidden Field
Instructor in Chemistry on the George Peabody Foundation
Appointed 1921

JOHN SEDGWICK BARSS, A.M. Hidden Field
Instructor in Physics Appointed 1923

*M. LAWRENCE SHIELDS, A.B. Foxcroft 13
Instructor in Biology on the Cecil F. P. Bancroft Foundation
Appointed 1923

GUY JOHNSON FORBUSH, A.B. Bartlet 5
Instructor in French 1917-1920, re-appointed 1924

ALAN ROGERS BLACKMER, A.M. 80 Bartlet Street
Instructor in English on the Jonathan French Foundation
Appointed 1925

SCOTT HURTT PARADISE, A.M. Hidden Field
Instructor in English 1924-1925, re-appointed 1926

KENNETH SMITH MINARD, A.M. 17 Salem Street
Instructor in History Appointed 1928

GEORGE KNIGHT SANBORN, A.B. Rockwell House
Instructor in Mathematics Appointed 1928

DIRK HUGO VAN DER STUCKEN Paul Revere 6
Instructor in German Appointed 1928

EMORY SHELVY BASFORD, A.B. Paul Revere 23
Instructor in English Appointed 1929

ALFRED GRAHAM BALDWIN, A.B., B.D. Hidden Field
School Minister and Instructor in Religion Appointed 1930

WILLET LAWRENCE ECCLES, Ph.D. Hidden Field
Instructor in Chemistry Appointed 1930

ROBERT EDWARD MAYNARD, S.B. 1 Judson Road
Instructor in Mathematics Appointed 1931

ALLAN THOMPSON COOK, A.B. Bishop 30
Instructor in English Appointed 1932

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*On leave of absence with the armed services of the U. S. A.

LEONARD FRANK JAMES, A.M. 6 Highland Road
Instructor in History Appointed 1932

LIONEL DENIS PETERKIN, A.M. 25 Hidden Road
Instructor in Latin on the Elizabeth Milbank Anderson Foundation
Appointed 1932

FREDERICK ELLSWORTH WATT, S.B. Day 8
Instructor in Mathematics Appointed 1932

GEORGE GRENVILLE BENEDICT, A.M. 193 Main Street
Instructor in English 1930-1932, re-appointed 1933

DOUGLAS SWAIN BYERS, A.M. Phillips Street
Instructor in Anthropology Appointed 1933

ARTHUR BURR DARLING, Ph.D. 238 Main Street
Instructor in History on the Ammi Wright Lancashire Foundation
1917-1918, re-appointed 1933

BARTLETT HARDING HAYES, Jr., A.B. Phillips Street
Instructor in Art Appointed 1933

ROGER WOLCOTT HIGGINS, A.M. 234 Main Street
Instructor in English Appointed 1933

*ALSTON HURD CHASE, Ph.D. Paul Revere 23
Instructor in Greek Appointed 1934

*NORWOOD PENROSE HALLOWELL, Jr., A.B.
Instructor in English Abbot Street
Appointed 1934

FRANK FREDERIC DI CLEMENTI, S.B. Cheever House
Instructor in the Department of Physical Education Appointed 1935

*On leave of absence with the armed services of the U. S. A.

JAMES HOOPER GREW, A.B. 169 Main Street
Docteur ès Lettres de l'Université de Paris
Instructor in French Appointed 1935

HENRY PRESTON KELLEY, A.M. 3 Hidden Road
Instructor in Spanish 1918-1928, re-appointed 1935

REGINALD ISAAC WILFRED WESTGATE, Ph.D.
Instructor in Latin 25 Highland Road
Appointed 1935

*PHILIP KIRKHAM ALLEN, A.B. 1 Highland Road
Instructor in English Appointed 1936

*FREDERICK SCOULLER ALLIS, Jr., A.M. Johnson Hall
Instructor in History Appointed 1936

WILBUR JOSEPH BENDER, A.M. Hidden Field
Instructor in History Appointed 1936

CHESTER ARCHIBALD COCHRAN, A.M. Bancroft 1
Instructor in French Appointed 1936

GEORGE LITTLE FOLLANSBEE, A.B. Andover 7
Instructor in Biology Appointed 1936

*HERBERT LEIGH KINSOLVING, A.M. Foxcroft 5
Instructor in Mathematics Appointed 1936

OTIS CHASE SEVERANCE, S.B. 12 Highland Road
Instructor in Mathematics Appointed 1936

STEPHEN WHITNEY, A.M. 45 Salem Street
Instructor in French Appointed 1936

FLOYD THURSTON HUMPHRIES, A.B. 147 Main Street
Instructor in French Appointed 1937

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*On leave of absence with the armed services of the U. S. A.

HART DAY LEAVITT, A.B.	12 School Street
Instructor in English	Appointed 1937
MILES STURDIVANT MALONE, PH.D.	Taylor Hall
Instructor in History	Appointed 1937
*WILLIAM HAYES BROWN, A.B.	Salem Street
Instructor in English	Appointed 1938
RICHARD SAWYER PIETERS, A.M.	Day 29
Instructor in Mathematics	Appointed 1938
ROBERT WHITTEMORE SIDES, A.B.	Hidden Field
Instructor in Mathematics	Appointed 1938
*JOHN BROMHAM HAWES, III, A.B.	Salem Street
Instructor in English	1933-1936, re-appointed 1939
JOHN KINGSBURY COLBY, A.M.	143 Main Street
Instructor in Latin	Appointed 1940
*HARPER FOLLANSBEE, A.B.	Appointed 1940
Assistant in Biology	
PATRICK MORGAN, A.B.	141 Main Street
Instructor in Art	Appointed 1940
WALTER GIERASCH, A.B.	Johnson Hall
Instructor in English	Appointed 1941
DUDLEY FITTS, A.B.	Adams Hall
Instructor in English	Appointed 1941
HARLAND GEORGE LEWIS, A.B., B.D.	Bancroft Hall
Assistant School Minister and Instructor in Religion	Appointed 1941

*On leave of absence with the armed services of the U. S. A.

FRANCIS BERTRAND McCARTHY, A.B.	Adams Hall
Instructor in English	Appointed 1941
JOSEPH STAPLES, A.B.	Rockwell House
Certificat d'Études Françaises, Université de Paris	
Instructor in French	Appointed 1941
JOHN LYMAN BISHOP, A.M.	Pemberton 4
Instructor in English	Appointed 1942
CARLTON LYNN CASTLE, A.B.	Carter House
Instructor in English	Appointed 1942
SUMNER CHASE COBB, M.S.	Bishop 10
Instructor in Mathematics	Appointed 1942
GERALD AINSWORTH COLE, M.S.	Carter House
Instructor in Biology	Appointed 1942
DOUGLAS MANSOR DUNBAR, A.B.	Johnson Hall
Instructor in Mathematics and German	Appointed 1942
ALBERT JAMES FILLMORE, M.Mus., A.M.	Stuart House
Assistant in Music	Appointed 1942
JOHN LOXLEY FIRTH, Ph.D.	Eaton 7
Instructor in French and Spanish	Appointed 1942
THOMAS JOHN JOHNSON, B.S.	Jackson House
Associate in Physical Education	Appointed 1942
ANTON KISHON, S.B.	Junior House
Instructor in Physics and Chemistry	Appointed 1942
EVAN ALBERT NASON, A.B.	Salisbury House
Instructor in Mathematics	Appointed 1942

PHILIP POTTER, A.M.	Taylor Hall
Instructor in History	Appointed 1942
WALDO EARLE SWEET, A.M.	Draper 4
Instructor in Greek and Latin	Appointed 1942
GEORGE BRADFORD WEATHERBEE, A.M.	
Instructor in English	Williams Hall Appointed 1942
LAWRENCE EDWARD WILLARD, JR., A.B.	
Assistant in English	Williams Hall Appointed 1942

OLIVER WENDELL HOLMES LIBRARY

MRS. THERESA WALLEY RICHARDSON, S.B.	
Librarian	23 Salem Street
RUTH BROWN, A.B.	57 Chestnut Street
Chief Cataloguer and Custodian of the Charles H. Forbes Collection of Vergiliana	
ELIZABETH EADES, A.B., S.B.	67 Bartlet Street
Reference Librarian	
ELIZABETH M. BOYCE, S.B.	154 Main Street
Assistant in the Library	
VIRGINIA REMINGTON	North Main Street
Secretary in the Library	

ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

DOUGLAS SWAIN BYERS, A.M. *Director*	Phillips Street
FREDERICK JOHNSON, S.B. *Curator*	1 Woodland Road
ALFRED VINCENT KIDDER, PH.D. *Research Associate in Southwestern Archaeology*	Beverly Farms
EVELYN WILLETT *Secretary and Librarian*	Haverhill

ADDISON GALLERY OF AMERICAN ART

BARTLETT HARDING HAYES, JR., A.B. *Director*	Phillips Street
ANNE P. PEABODY *Registrar*	42 Salem Street
HELEN M. O'BRIEN *Secretary*	100½ Main Street

THE DEPARTMENT OF HEALTH

JAMES ROSWELL GALLAGHER, M.D. *School Physician*	51 Highland Road
THOMAS JOHN JOHNSON, B.S. *Associate in Physical Education*	Jackson House
KATHRYN PARK, R.N., B.N. *Head Nurse*	The Isham Infirmary

MRS. MILDRED B. PLUNKETT *Assistant in Language Training*	South Main Street
MURIEL BAKER, A.B. *Assistant in Language Training*	Boston
MRS. MARION COLE *Secretary to the School Physician*	North Main Street

THE DEPARTMENT OF ATHLETICS

RAY ARTHUR SHEPARD, S.B. *Director of Athletics*	50 Salem Street
STEPHEN STANLEY SOROTA, S.B. *Coach of Football*	254 Main Street
EDWARD FRANCIS FLANAGAN, S.B. *Assistant Coach of Football and Track*	By-Pass
JOHN WILLIAM MEANY, S.B. *Assistant Coach of Football*	Jamaica Plain
JOHN ALBERT CARLSON *Coach of Wrestling and Trainer*	3 Highland Wayside
RICHARD CUSTER KNIGHT, A.B. *Coach of Hockey*	Melrose

OTHER OFFICERS

E. ROSAMOND GREENWOOD, A.B. *Secretary to the Headmaster*	Lawrence
NETTIE I. CROSBY *Assistant Secretary to the Headmaster*	Lawrence

ANN S. LESLIE *Secretary in the Treasurer's Office*	100 Highland Road
EVELYN JENKINS, A.B. *Secretary to the Dean*	Ballardvale Road
RUTH M. WHITEHILL *Secretary to the Registrar*	Porter Road
MRS. EUNICE L. DAILEY *Accountant*	41 Summer Street
MARION E. HILL *Secretary in the Purchasing Department*	93 Central Street
MRS. ISABEL R. MURPHY *Secretary in the Maintenance Department*	Ballardvale
MRS. HELEN B. CANNON *Alumni Recorder*	54 Salem Street
MRS. RUTH A. WHITE *Secretary to the Associate Treasurer*	36 Central Street
MRS. MARY W. MORRISON *Matron of Williams Hall*	Williams Hall
ROBERT A. LEETE *Manager of the Commons*	254 Main Street
MRS. ELEANOR H. KESNER *Dietitian of the Commons*	26 Salem Street

ACADEMY PREACHERS 1942-1943

September	27	Dr. Claude M. Fuess
October	4	Rev. A. Graham Baldwin
	11	Dr. Alfred E. Stearns
	18	Rev. John M. Currie
	25	Rev. James Gordon Gilkey
November	1	Rev. A. Graham Baldwin
	8	Rev. Markham W. Stackpole
	15	Rt. Rev. Henry W. Hobson
	22	Rev. Henry H. Tweedy
	29	Dr. S. Ralph Harlow
December	6	Rev. A. Graham Baldwin
	13	Dr. Claude M. Fuess
January	10	Rev. Henry S. Coffin
	17	Rev. Harland Lewis
	24	Rev. Howard Thurman
	31	Rev. George Cadigan
February	7	Rev. A. Graham Baldwin
	14	Rev. Alden Mosshammer
	21	Rev. Charles R. Brown
	28	Rev. Robert Russell Wicks
March	7	Rev. Hoyt Palmer
April	4	Rev. Harland Lewis
	11	Dr. Rufus M. Jones
	18	Dr. George Van Santvoord
	25	Rev. A. Graham Baldwin
May	2	Rev. Morgan Noyes
	9	Dr. Liston Pope
	16	Rev. Sidney Lovett
	23	Rev. Carl H. Elmore
	30	Rev. A. Graham Baldwin
June	6	Dr. Claude M. Fuess

HISTORICAL SKETCH

PHILLIPS ACADEMY is situated at Andover, in the County of Essex, Massachusetts. The Constitution and original deed of gift of the Academy was signed April 21, 1778, by Esquire Samuel Phillips, of the north parish of Andover, and his brother, John Phillips, LL.D., of Exeter, New Hampshire, in the presence, and largely at the instance, of Samuel Phillips, Jr. (then but twenty-six years old), afterward judge of the Court of Common Pleas for Essex County, president of the Massachusetts Senate, and lieutenant governor of the Commonwealth. By this act the Trustees of Phillips Academy became owners of the land in the south parish of Andover on which the chief buildings of the school now stand, together with other endowment comprising further lands in Andover, two hundred acres in Jaffrey, New Hampshire, and the sum of one thousand six hundred and fourteen pounds.

The Constitution, which sets forth in detail the plan for the School and the obligations of the Trustees and Master, was written by Samuel Phillips, Jr., with the advice and aid of his friend, Eliphalet Pearson, who became first Master. The following passages are characteristic:

> A serious consideration of the premises, and an observation of the growing neglect of *youth*, have excited in us a painful anxiety for the event, and determined us to make, in the following Conveyance, a humble dedication to our Heavenly Benefactor of the ability, wherewith he hath blessed us, to lay the foundation of a public free School or Academy for the purpose of instructing Youth, not only in English and Latin Grammar, Writing, Arithmetic, and those Sciences, wherein they are commonly taught, but more especially to learn them the *great end and real business of living*.
>
> The Master is to give special attention to the health of the scholars, and ever to urge the importance of a habit of industry.
>
> But above all, it is expected that the Master's attention to the disposition of the *minds* and *morals* of the youth under his charge will exceed every other care; well considering that, though goodness without knowledge (as it respects

others), is weak and feeble, yet knowledge without goodness is dangerous, and that both united form the noblest character, and lay the surest foundation of usefulness to mankind.

This Seminary shall be ever equally open to youth of requisite qualifications from every quarter.

And, in order to prevent the smallest perversion of the true intent of this Foundation, it is again declared, that the *first* and principal object of this Institution is the promotion of true Piety and Virtue; the *second*, instruction in the English, Latin, and Greek languages, together with Writing, Arithmetic, Music, and the Art of Speaking; the *third*, practical Geometry, Logic, and Geography; and the *fourth*, such other of the Liberal Arts and Sciences or Languages as opportunity and ability may hereafter admit, and as the Trustees shall direct.

By the Act of Incorporation, passed by the General Court, October 4, 1780, the Trustees were authorized to hold real estate to an annual value of five hundred pounds and personal estate to an annual value of two thousand pounds, "both sums to be valued in silver at the rate of six shillings and eight pence by the ounce."

The School was opened for instruction April 30, 1778, in a building which had earlier been used as a joiner's shop. The first preceptor was Eliphalet Pearson (1778-1786), a stimulating teacher and stern disciplinarian who established high standards of instruction. Shortly before he resigned to become professor at Harvard College, a new and larger wooden school-house was built. On November 5, 1789, George Washington, President of the United States, visited Andover, and addressed the students assembled on the Old Training Field. In 1808 Andover Theological Seminary for the professional training of Congregational ministers was established, largely through the efforts of the Phillips family and Dr. Pearson, and this new foundation was committed to the Trustees of Phillips Academy. In 1907 the theological trusts were transferred to a newly created independent board of trustees, and in 1908 Andover Theological Seminary was removed to Cambridge.

The fourth principal, John Adams (1810-1833), raised the repute of the school, increased the attendance, and enlarged the number of teachers. The second school-house was burned on January 28, 1818, and a new brick Academy designed by the famous architect Bulfinch was erected within a year. This "classic hall," described in Oliver Wendell Holmes's centennial poem, *The School Boy*, is still in use. In 1834-36 the dormitories known to so many generations of Phillips boys as "Latin Commons" and "English Commons" were built under the direction of Samuel Farrar, treasurer of the Academy.

Samuel H. Taylor, whose reign of thirty-three years is as yet the longest in the school history, was elected principal in 1838. He was a strong and vigorous personality, who made an enduring impression on all who came under his influence. In 1866 a new Academy Building was erected through the gifts of many friends; it was afterward twice reconstructed, and finally razed in 1928. Dr. Taylor died on January 29, 1871, in the vestibule of the Academy.

The modern period of the School's history began in 1873 with the arrival of Cecil F. P. Bancroft, a man of foresight and clear vision, patience and shrewd discrimination, who was principal until his death in 1901. He made a complete revision of the curriculum, greatly broadening the range of studies and enabling the school to meet the entrance requirements of any college or scientific school, and he gathered about himself a larger and more efficient body of teachers. The attendance increased: in 1873 there were 262 pupils; in 1895, 524; and after 1892 the number never dropped below 400. Dr. Bancroft also strove to secure additions to the equipment; dormitories, a good laboratory, and the Borden Gymnasium were built through his efforts.

On June 5 and 6, 1878, Phillips Academy celebrated its centennial anniversary with elaborate exercises. At this time a fund of one hundred thousand dollars was raised, partly for the endowment of the principal's chair and for one in Latin.

In 1901 the Trustees accepted a museum and large foundation for research in American Archaeology, the gift and legacy of Robert Singleton Peabody and his wife, Margaret Augusta Peabody.

Dr. Bancroft was succeeded in 1902 by Alfred E. Stearns, whose title was changed to Headmaster in 1928. The purchase in 1908 of the lands and buildings of Andover Theological Seminary greatly increased the resources of the Academy and made possible new development. During the World War the ambulance unit of Phillips Academy, which sailed overseas in April 1917, was the first to be organized by any American school. Of the alumni two thousand three hundred were enrolled in the military or naval service of the United States or its allies. The Memorial Tower, with a carillon of bells, commemorates the loyalty of the eighty-seven who gave their lives for their country. In 1920 more than one and a half million dollars was contributed by alumni and friends of the school, and from one-third of this fund Samuel Phillips Hall was built and the centre of the School permanently fixed in its present site. In the later years before that event, and in years succeeding, many other important buildings were given to the Academy, and the devotion of its alumni and friends has enlarged its endowment.

On May 18 and 19, 1928, Phillips Academy observed its sesquicentennial anniversary, at which the principal address was made by Calvin Coolidge, President of the United States.

The Sesquicentennial ushered in a period of physical expansion unexampled in the history of the school. Within four years Samuel F. B. Morse Hall, Paul Revere Hall, the Oliver Wendell Holmes Library, the Moncrieff Cochran Sanctuary, the Commons, the Andover Inn, the Addison Gallery of American Art, and the Cochran Chapel were all added to the school's equipment. With the addition of these buildings Andover not only became one of the most beautiful schools in America but also gained un-

equalled facilities for stimulating the intellectual and cultural interests of the students. By the Enabling Act of 1929 the Trustees were empowered to hold property, real and personal, without limitation as to amount.

In 1933 Dr. Alfred E. Stearns, for thirty years Headmaster, who more than any other had built up the school's position and reputation, was forced through ill-health to resign. Professor Charles H. Forbes, who for over forty years had been one of Andover's most beloved teachers, assumed the duties of Acting Headmaster. With the death of Dr. Forbes on March 12, 1933, the Trustees appointed Dr. Claude M. Fuess Acting Headmaster, and on May 29 of the same year elected him Headmaster of the school.

During that year the curriculum was revised to its present form, emphasizing history, science, and the fine arts, and making the study of the classical languages optional. This revision was made with the aim not only of meeting changed educational conditions, but more especially of providing a broader cultural background for the pre-college student.

Two valuable additions to the physical equipment of the Academy, Rockwell House and the new wing of the Isham Infirmary, were ready for occupancy in 1935. The remodelling of the interior of Bulfinch Hall, completed in January 1937, provided headquarters for the Department of English. A Teachers' Pension Plan has recently been established through a fund raised by alumni and friends; and gifts from various sources have made possible the addition of many teachers to the staff, with a consequent decrease in the size of classroom sections.

With the outbreak of the second World War the school policies and programs have necessarily been modified to meet government needs; and the process of adjustment is by no means finished. The basic aims of Phillips Academy, as a place where the liberal arts are taught, remain essentially unchanged.

AIMS OF PHILLIPS ACADEMY

The purpose of Phillips Academy, according to its Constitution, signed in 1778, is to teach "the great end and real business of living." Adapted to conditions of modern life, the aim of the modern Academy is essentially that of the older one: so to intensify and broaden the capacities of its students that they may go out into a larger world with trained minds and bodies, adequate cultural resources, high personal ideals, and a sense of responsibility to society.

By long tradition Andover believes in a type of education which makes boys resourceful, self-reliant, and independent. While offering in ample degree a necessary intellectual and moral discipline, it is motivated in its aims by a faith that friendly encouragement and sympathy are the best incentives to solid accomplishment. Recognizing that boys differ markedly one from another, the School makes every effort to adapt its methods to the individual student according to his special needs and aptitudes. Andover is not a place for the indolent or for those who still need guidance at each step of daily living; but normal boys of sound mind and character are fully able to meet and profit by the demands of its life.

Phillips Academy is dedicated to sound scholarship. It endeavors first of all to stimulate in its students a worth while curiosity about things of the mind,—to induce in boys a desire to educate themselves. It expects its students to acquire useful knowledge. It fosters the development of discriminating judgment and independence of thought. And through varied work in literature, music, and the arts, creative as well as appreciative, Andover tries to cultivate the imaginations and emotions of its boys.

Andover boys mingle socially with other boys from all sections of the country, some rich and some working for their education,

but all valued for themselves rather than for their positions or their antecedents. In their dormitory lives they are gradually given freedom commensurate with their age and experience. The relationship between boys and masters is one of mutual confidence and friendly coöperation. Through their intimate contacts with a cross section of American youth and association with the Faculty in their homes, Andover students may acquire social poise and confidence. Through participation in the school's extra-curricular activities, they may develop initiative and the power of leadership.

From its inception Andover has had as a primary aim the development of character. Today, as yesterday, it continues to promote the ideals of personal integrity and unselfish service which give point and direction to its whole educational policy. Its religious life, in harmony with modern thought, is a vital force in the Academy.

Phillips Academy is a liberal modern school with an ancient tradition. Its roots are in the past, from which it draws nourishment. But its spirit is that of the present, and it is always looking toward the future. Without embracing untested theories of education, it is on the alert to discover and utilize better methods for training American boys for service and leadership in modern American life.

THE COURSE OF STUDY

The curriculum of Phillips Academy provides instruction in several fields for every boy. It aims to consider the tastes, ambitions, and abilities of the individual boy without omitting in other fields those contacts which will be essential for sympathetic and intelligent reactions to the life about him. It is planned for boys who will enter college and scientific school, and instruction

is given in all subjects required for entrance to higher institutions. Class-room groups are small enough to permit individual attention. Students are placed in sections fitted to their attainment and ability.

The program of studies is given in detail on pages 41-45, but it may be noted here that boys who take the full four-year course usually study English during each of the four years, history during each year, mathematics for at least three years, science for at least two years, and foreign languages during at least three years. They also complete additional work in one or more of these fields. Furthermore, in the Lower Middle year they study the development of religious ideas; in the Upper Middle year they take a course in the appreciation of art and of music; and in the Senior year they may choose certain of their courses from a long list of elective subjects. Opportunity for practical work in art and in music is also provided.

During the war emergency, certain courses providing specialized training for military service have been added, and the content of others has been altered for the same general end; but the basic curriculum has been and will be maintained. The program continues to be fully preparatory for all colleges, scientific schools, and service schools.

It is highly desirable that applicants, in particular those for the Upper Middle and Senior Classes, should familiarize themselves at the earliest possible date with the entrance requirements of the colleges which they may wish to enter.

CLASS OFFICERS

Every boy is assigned to a Class Officer, who advises in the selection of a course of study designed both to fulfill college entrance requirements and to meet the student's special interests.

The Class Officer also assists in arranging schedules, and recommends such subsequent changes in schedule as are necessary or desirable.

PLAN OF RESIDENCE

Andover students live together in the academy dormitories or in faculty houses. Each dormitory or house is under the close supervision of the instructor who lives in it. Boys may room alone or with a roommate. The youngest boys live in Williams Hall, Junior House, Tilton House, and Farrar House, dormitories with their own dining hall, group of proctors, and special regulations. The more mature Juniors live in Rockwell House. In these buildings the boys receive the special care suited to their age. As boys make a successful transition from the home to school life and learn to use wisely the school's freedom, they move into the larger dormitories.

COUNSELORS

Each Andover student is under the direct charge of a Faculty Counselor, who is usually the master of the house in which the boy lives. This master knows intimately the background, the character, and the standing of each of his boys. With such knowledge of a student's individual needs, this Counselor acts as his friendly advisor in all that concerns his welfare and his happiness.

RELIGION

The religious program of the school is an outgrowth of the belief that education at its best involves the inculcation of ethical idealism and spiritual insight. These qualities are essential in learning "the great end and real business of living." The Headmaster and faculty recognize that the total program of the school should be grounded upon and consistent with the finest ethical and religious values man has discovered. To a certain degree, therefore, Andover's whole educational policy is dominated by a belief in the importance of ethics and religion.

The program of the school includes classroom study and discussion of religion, chapel services, and voluntary student activities of a social and religious nature. *Attendance at daily Assembly and at the church service on Sunday is required. The Sunday Services are conducted by the Headmaster, by the school ministers, and by visiting clergymen of various denominations. The Academy Church is a non-sectarian body with membership open to all. The Society of Inquiry and Circle A are student organizations which develop each year their own programs along lines of community welfare work, forum meetings, and discussion groups.

The school ministers teach the various courses in Religion and are in charge of all religious activities.

CULTURAL AIMS

Andover has always demanded and will continue to demand a high standard of accomplishment in the prescribed course of study. At the same time the school believes that a boy's interests should be widened as far as possible beyond the subjects of the curriculum. Through the Oliver Wendell Holmes Library, the Robert S. Peabody Foundation for Archaeology, the Addison Gallery of American Art, the Department of Music, and the Moncrieff Cochran Sanctuary the boys are given a chance to interest themselves in subjects which may in later life become delightful

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*Upon written request from their parents or guardians students may be excused from attendance at Sunday Chapel to attend other churches in Andover.

hobbies or even major pursuits and professions. The program of lectures and concerts offered by the school is designed not only to provide entertainment and instruction but also to illustrate the truth that people in the world outside the school, men and women of international reputation, have found in those subjects with which the boys may become acquainted here, an abiding joy and an absorbing life work.

THE ACTIVITIES PROGRAM

On Mondays, Tuesdays, Thursdays, and Fridays, the hour from one to two o'clock is set aside for non-athletic extra-curricular activities. Boys are then free, if they wish, to participate in any hobby they desire,—printing, wood-working, automobile mechanics, model planes and railroads, studio art, radio, communications, typewriting, and dramatics,—for all of which some equipment and instruction are provided. Some boys do special laboratory work or special reading. Others work on the publications, or sing in the Glee Club or play in the Orchestra or Band. Trips are arranged for the Outing Club on free afternoons, and also for groups with some special social or cultural interest. There are groups for the study of First Aid, Coastal Navigation, Rifle Shooting, and other interests appropriate to war time. The program is purely voluntary, but every encouragement is given to boys who wish to pursue a healthful and useful hobby.

LECTURES AND CONCERTS

During each school year a varied program of lectures and entertainments is given, without charge to members of the student body, in the Meeting Room in George Washington Hall. In recent years eminent speakers at the Academy have included Margaret Bourke-White, John Mason Brown, Lewis W. Douglas, Robert

Frost, Robert M. Hutchins, Rockwell Kent, John Kieran, Carl Sandburg, George E. Sokolsky, Norman Thomas, Alan Villiers, Bradford Washburn, and Frank Lloyd Wright. Among the noted concert artists who have appeared on the stage of the Meeting Room are Richard Crooks, Roland Hayes, Lotte Lehmann, John McCormack, Kerstin Thorborg, the Don Cossacks; Percy Grainger, Vladimir Horowitz, Jose Iturbi, Luboshutz and Nemenoff, Sergei Rachmaninoff; Mischa Elman, Fritz Kreisler, Joseph Szigeti, and Efrem Zimbalist. Other well-known entertainers have included La Argentina, Helen Howe, The Trudi Schoop Ballet, The Ted Shawn Dancers, and Cornelia Otis Skinner.

In addition to this regular annual program of entertainments, numerous informal talks are given by faculty members and outside speakers for interested groups of students, and the stage of the Meeting Room is used for presentation by the Academy Dramatic Club and by the Latin and French Players. On Saturday evenings and special occasions motion pictures are shown in the Meeting Room, and frequent informal student entertainments and speaking contests are held there.

Following the Sunday morning services in the Cochran Chapel the Director of Music regularly plays an informal, half-hour organ recital on the Martha Cochran Memorial Organ. During the Academic year 1942-43 he is playing the complete organ works of J. S. Bach.

During the fall and spring terms there are frequent carillon recitals upon the thirty-seven bells in the Memorial Tower. The carillon music is often supplemented by a choir of brass instruments.

HEALTH SUPERVISION

Under the supervision of the School Physician a definite program is carefully followed in an effort to prevent disease or to control its spread, to maintain a satisfactory community hygiene, and to diagnose and treat illnesses and injuries which may occur. Every student is given a thorough medical examination at the beginning of each school year, and proper recommendations are made and a report sent to the parents.

The Department of Health supervises the correction of reading disabilities, speech difficulties, and postural defects, and urges parents to call to its attention any evidence of personality traits which might interfere with a boy's optimum adjustment. The body-building program is also under the supervision of this Department.

The Isham Infirmary is a modern, well-equipped small hospital, efficiently managed and attentive to each individual's needs and comfort. Five graduate nurses are in residence during the entire school year, and this number is increased when necessary. Excellent laboratory and X-ray facilities are available.

The illnesses and injuries which arise in the student body are cared for by the School Physician. A staff of consultants, composed of prominent Boston physicians and surgeons, is available. These men also are members of this department's Advisory Board, and they meet and discuss with the School Physician problems and policies of health administration as they arise. At the present time the members of the Advisory Board are Drs. Arthur W. Allen, W. Lloyd Aycock, Franklin G. Balch, J. Dellinger Barney, Edwin M. Cole, Donald King, Edwin Place, George Tobey, and George Van Gorder. It is the policy of the department to seek expert advice without hesitation in order to assure the student of the best medical opinion. Cases requiring major surgical procedures are hospitalized in Boston unless the parent prefers otherwise. Parents are notified promptly of any illness and are kept well informed concerning its course. Dr. C. P. Bonin, a Boston dentist who specializes in the straightening of teeth, visits the Infirmary one day each week. Any orthodontia which has been begun at home may be carried on here by this specialist, in cooperation with the student's own dentist.

Every boarding student is required to pay an Infirmary Fee of twenty-five dollars, which entitles him to health supervision and medical care. There is no charge for care of students confined to the Infirmary because of illness, no matter how prolonged the patient's stay, but parents are responsible for the fees of consulting physicians and private nurses in the rare instances when these are necessary. The Academy rules require that each student upon entering school present either a scar of vaccination against smallpox or a physician's certificate stating the date of vaccination, and also evidence of having had a negative Schick Test or of having had the toxoid or toxin-antitoxin prophylaxis against diphtheria. Tetanus toxoid immunization is not compulsory but is strongly advised and will be carried out by the School Physician at any parent's request.

PHYSICAL TRAINING

All students are required to take some form of supervised exercise at least four times a week throughout the school year. In addition, five half-hour periods of body-building per week are required of every boy. Upon entering the School each boy is given a careful physical and medical examination. He is also given a physical efficiency test. If he passes this, he may elect the sport which he desires to follow. If he does not pass it, he is given special developing exercises suited to his particular needs. Special attention is given to those who lack normal development or have postural defects. The greater part of the exercise of the normal boy is taken in the form of sports, either with the School teams or with one of the four athletic groups into which the School is divided in order that students may compete with others of their own size, age, and ability. Special emphasis is placed on conditioning exercises for all school teams and for intramural teams in all sports. No student is allowed to compete on School teams without permission of the Director of Physical Education. The Academy assumes no responsibility for injuries sustained by students while participating in such exercise or sports, except that the School Physician's services shall be rendered and infirmary care provided without charge.

Students are advised to bring their athletic equipment with them when they come.

REQUIREMENTS FOR ENTRANCE

The requirements for admission to Phillips Academy consist of evidence of good character and a satisfactory school record. Because the Academy cannot receive all who apply for admission and who can meet its minimum requirements, it is accustomed to discriminate among the candidates on the basis of their records and promise. Candidates for entrance should take examinations as specified below; but the school record already made determines to a large extent the decision on each application.

Candidates are strongly advised to enter as early in the course as possible. Only a small number can be received in the Senior Class and a slightly larger number in the Upper Middle Class. It is much easier, as well as more profitable, to enter a lower class at the appropriate age than to secure admission to a higher class later.

Students in the Academy arrange their work in accordance with the Course of Study as outlined on pages 41-45. This outline exhibits the work which is done each year by a student who is neither behind nor ahead of his class in any subject. It is not required that all the studies of a student shall be in the class in which he is rated; he is permitted to take individual subjects below or above that class if his preparation in the prerequisites of those subjects justifies such action. But usually a student is not permitted to take courses in one class to the exclusion of uncompleted courses in a lower class, except in subjects continuing through successive years.

The examinations ordinarily required for entrance to the different classes are specified below. Each candidate should take the examinations for which his previous work fits him, irrespective of the class groups in which the subjects are listed.

JUNIOR CLASS

Boys of good scholastic ability should be able to enter the Academy when they have completed the work of the eighth grade and have reached the age of thirteen or fourteen. Their attainments in their studies will be estimated from their school records and from entrance examinations in Arithmetic and in English, which all candidates for the Junior Class are required to take. The examination in Arithmetic covers common and decimal fractions, square root, denominate numbers, percentage, and interest. The examination in English includes a test in spelling and in composition and covers such essentials of formal English grammar as are treated in Kittredge and Farley's *Concise English Grammar* (Ginn).

Some acquaintance with a foreign language is helpful; although not essential, it is recommended. Boys who have a sufficient knowledge of Latin or French to enter an advanced section of Latin 1 or French 1 should write an entrance examination in Latin or French also; and those who are prepared to enter an advanced section of Mathematics 1 should write (in conjunction with the Arithmetic paper) the entrance examination in Algebra set for that purpose. The Latin and French examinations will be based on the Latin Beta and French 1 requirements of the Secondary Education Board; and the Algebra paper will be upon the topics covered in Parts I of Chapters I-XI of Durell and Arnold's *First Book in Algebra* (Merrill)—enlarged edition.

In place of its own examinations the Academy accepts certain examinations of the Secondary Education Board. The Board's Mathematics III Arithmetic or Mathematics III Algebra and English III are accepted for entrance to the Junior Class. Boys who score sufficiently well on the Board's Latin Beta paper will be placed in advanced sections of Junior Latin; those who qualify on its French I paper will be placed in an advanced section of Junior French.

LOWER MIDDLE CLASS

For entrance to the regular work of the Lower Middle year, examinations are required on the work of the Junior year in

Algebra, in English, and in foreign language. This work is outlined on pages 42 and 44 and is described in pages 46-72. Credit for the History and Science of the Junior year may be granted on the school record without examination.

In place of its own examinations the Academy accepts certain examinations of the Secondary Education Board. Its Mathematics IV, English IV, Latin Gamma, and French III examinations are accepted for entrance to Mathematics 2, English 2, Latin 2, and French 2 respectively.

UPPER MIDDLE CLASS

Candidates for the Upper Middle Class should write ordinarily the Academy's examinations for entrance to English 3, *Mathematics 3A, 3B, or 3C, and also examinations in other subjects amounting to four or in some instances to three units. Most candidates should write examinations covering two units of one foreign language and one or two units of a second foreign language.

Boys who have consistently ranked in the highest quarter of their class may apply for entrance without examinations.

SENIOR CLASS

Candidates for admission to the Senior Class must secure credits which cover the work of the Academy's three lower years or its equivalent. Examinations set by the Academy in English and in other subjects studied by the candidate in the current school year are usually required.

An accelerated program, for Seniors who will be subject to in-

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*The examination for entrance to Mathematics 3A will cover the work of the Academy's Mathematics 2 course, outlined on pages 61 and 62.

The examination for entrance to Mathematics 3B will cover the work in Plane Geometry as outlined in the Academy's Mathematics 3A course on page 62.

The examination for entrance to Mathematics 3C is for students who have had one year of Algebra, similar to Mathematics 1A or 1B (see page 61), and one year of Plane Geometry, covering approximately the first four books and assuming a reasonable command of corresponding originals, numerical exercises, construction, and loci.

duction into the armed forces before the close of the regular school year 1943-1944, will be offered in conjunction with the Andover Summer Session.* Complete information about this program may be secured from the Director of Admissions.

Boys who have consistently ranked in the highest quarter of their class may apply for entrance without examinations.

PROCEDURE IN APPLYING

In making application for admission to the Academy the form in the back of this catalogue should be filled out carefully and completely and forwarded to the Director of Admissions, together with a small photograph or snapshot of the boy. Two or three letters from people other than the applicant's teachers should be sent in directly from the writers to the Academy at the earliest possible date. Whenever possible, it is desirable that applicants come to Andover for an interview. Appointments for such interviews should be made in advance.

Complete official records of the applicants' work and standing in schools formerly attended are required. The Academy generally sends a preliminary request for this information immediately on receipt of the final application form.

Each candidate should take in June such examinations as the requirements outlined on pages 36-39 demand. Boys should not count on qualifying by means of September examinations without definite assurance from the school authorities of the possibility of their admission in this way.

Rooms are assigned to incoming students in August, in the order in which their admission applications are filed.

Parents are referred to the section on Health Supervision (pages 32-34) for the Academy's regulations regarding immunization against certain infectious diseases.

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*See page 86.

ENTRANCE EXAMINATIONS

The Phillips Academy entrance examinations will be held on Monday, Tuesday and Wednesday, June 14, 15, and 16, 1943. The schedule of hours is announced in May. The examinations will be given as follows:

in Andover: Samuel Phillips Hall, Phillips Academy;
in New York: Room 305 Schermerhorn Hall, Columbia University;
in other cities by special arrangement.

For examinations in Andover there is a fee of $2.00. For those taken elsewhere a fee of $5.00 is required.

The Secondary Education Board's examinations (which may be used for entrance to the Junior and Lower Middle classes) will be given in many cities on June 1, 2, and 3.

On Tuesday, September 21, 1943, the Academy examinations will be held in Andover only, at 9.00 A.M., according to a schedule of rooms and hours announced at that time.

A pamphlet of the Academy's 1942 examination papers, which contains most of the examinations given in June of that year, will be supplied upon request. (It should be noted that in this pamphlet the examinations for entrance to Mathematics 3A and 3B do not correspond to the examinations of the same titles for 1943, described under "Upper Middle Class" on page 38. Samples of the new examinations may be secured on request).

COURSE OF STUDY

1942-1943

*SYNOPSIS OF COURSES

As the curriculum is planned to effect a progressive development, it is desirable for the student to take the entire course in the Academy. Admissions to the two upper classes are therefore limited.

In choosing his course of study, the student should consider as early as possible what college or technical school he intends to enter. A proper choice of course and of elective subjects will prepare fully for any higher institution.

The special needs of individual boys for war preparation are cared for by vote of the Faculty. The courses as outlined in the following tables are subject to modification to meet the requirements of government directives.

In the following synopsis, the courses designated by double letters—EE, FF, GG—provide for the study of two foreign languages instead of one in the Junior year. They are reserved for students whose previous achievement in foreign languages has been distinguished, and may be elected only by permission of the Academy.

Physical Training (4 hours a week) is required of all students.

The numbers immediately following a subject indicate successive courses. The courses are described on pages 46-72.

*See page 36, third paragraph.

COURSE D *Latin and Greek*		COURSE E *†Latin and French*		COURSE F *Latin and German*	COURSE G *†French and German*	
JUNIOR						
Latin 1	5	Latin 1	5	Like E except that languages are Latin and German	French 1 *or* German 1	5
Mathematics 1	5	Mathematics 1	5		Mathematics 1	5
English 1	4	English 1	4		English 1	4
El. Science	3	El. Science	3		El. Science	3
History 1	3	History 1	3		History 1	3
	—		—			—
	20		20			20
LOWER MIDDLE						
Latin 2	4	Latin 2	4		French 2 *or* German 2	4
Greek 1	4	French 1	4		German 1 *or* French 1	4
Mathematics 2	4	Mathematics 2	4		Mathematics 2	4
English 2	4	English 2	4		English 2	4
Religion	2	Religion	2		Religion	2
History 2	2	History 2	2		History 2	2
	—		—			—
	20		20			20

UPPER MIDDLE

Latin 3	5	Latin 3	5	French 3 *or* German 3	
		or *Science	4	*or* *Science	4
Greek 2	5	French 2	4	German 2 *or* French 2	4
Mathematics 3	4	Mathematics 3	4	Mathematics 3	4
English 3	3½	English 3	3½	English 3	3½
History 3	3	History 3	3	History 3	3
		Art and Music	2	Art and Music	2
	—		—		—
	20½		21½ *or* 20½		20½
Art and Music (*Elective*)	2				

SENIOR

English 4	4	English 4	4	English 4	4
Two of		History 4	5	History 4	5
Greek 3	4	*Science (if not taken in U. M.)	4	*Science (if not taken in U. M.)	4
*Science	4				
History 4	5				
	—		—		—
‡Electives to total	19	‡Electives to total	19	‡Electives to total	19

*viz: Biology *or* Chemistry *or* Physics

†In special circumstances Spanish may be the second language in this course.

‡In general, the minimum foreign language requirement in each course is three years of one foreign language and two years of a second foreign language. See page 45 for list of Senior Electives.

COURSE H *German and Greek*		COURSE I *French and Greek*	COURSE †EE		COURSE FF	COURSE †GG
JUNIOR			For explanation of double-letter courses see page 41			
German 1	5	Like H except that languages are French and Greek	Latin 1	5	Like EE except that languages are Latin and German	Like EE except that languages are French and German
Mathematics 1	5		Mathematics 1	5		
English 1	4		English 1	4		
El. Science	3		French 1	4		
History 1	3		History 1	3		
	—			—		
	20			21		
LOWER MIDDLE						
German 2	4		Latin 2	4		
Greek 1	4		French 2	4		
Mathematics 2	4		Mathematics 2	4		
English 2	4		English 2	4		
Religion	2		Religion	2		
History 2	2		El. Science	2		
	—			—		
	20			20		
UPPER MIDDLE						
German 3 *or* *Science	4		Latin 3	5		
Greek 2	5		*or* *Science	4		
Mathematics 3	4		French 3 *or* Greek 1	4		
English 3	3½		Mathematics 3	4		
History 3	3		English 3	3½		
Art and Music	2		History 3	3		
			Art and Music	2		
	—			—		
	21½			21½ *or* 20½		

SENIOR

English 4	4	English 4	4
History 4	5	History 4	5
*Science (if not taken in U. M.)	4	*Science (if not taken in U. M.)	4
‡Electives to total	19	‡Electives to total	19

*viz: Biology *or* Chemistry *or* Physics

†In special circumstances Spanish may be the second language in this course.

‡In general, the minimum foreign language requirement in each course is three years of one foreign language and two years of a second foreign language.

SENIOR ELECTIVES

English 5	3
French 1	4
French 1-2	5
French 3	4
French 3 Special	4
French 3R	2
French 4	4
French 5A	2
French 5B	2
German 1	4
German 1-2	5
German 3	4
German 3R	2
German 4A	2
German 4B	2
German 5	2
Greek 1	4
Greek 2	5
Greek 3	4
Greek 4	1
Latin 1	5
Latin (Cicero)	5
Latin (Vergil)	5
Latin (Horace)	1
Spanish 1	4
Spanish 3	4
History 4	5
History 5	1
History of Civilization	1
Mathematics 4	4
Mathematics 5A	2
Mathematics 5B	2
Mathematics 6	1
Mathematics 7	4
Mechanical Drawing	2
Biology	4
Chemistry	4
Physics	4
Introduction to Art and Music	2
Studio Art	2
Advanced Art	2 or 4
Harmony	2
Piano or Organ	2
Senior Music Appreciation	2
Music Major	4
Religion 2A	2
Religion 2B	2
Aeronautics	2
Anatomy and Evolution	2
Anthropology	2
Communications	1
Map Reading	2
Navigation	2
Philosophy	2
Public Speaking	2
Social Problems	2

DESCRIPTION OF COURSES

ENGLISH

The main purposes of the English courses are to help boys to write and speak clear, idiomatic English; to understand as fully as possible what they read; to increase the range and depth of their understanding of men and society through knowledge of the best English and American literature; and, in the process of developing standards of judgment and of taste, to find enduring pleasure in reading good books.

In each of the four years of English, boys are sectioned according to their particular aptitudes and preparation. Classes range in size from ten to fifteen boys. Individual conferences at frequent intervals constitute an important part of the work. The above provisions make possible an adaptation of the work of each course to the needs and capacities of classes and of individuals. Boys assigned to honor sections are thus enabled to cover the ground more rapidly and thoroughly and to exercise more freely their individual abilities.

Throughout the English program stress is laid upon the operations of language,—on the ways in which words are used, in speech and in writing, to convey meanings. To provide concentrated training in the basic skills of reading, writing, and speaking, without reasonable mastery of which effective work in school or college is difficult, certain hours, noted in the course descriptions below, are set aside for that specific purpose.

The following is a brief summary of the main emphases and kinds of work done in each of the four required years of English. It should be noted that a syllabus of the work covered by any given year of English cannot be given here. Although continuity is maintained throughout the English program and the main

emphases for each course are established by the Department, selection of specific teaching materials and methods of instruction are frequently left to the individual teacher so that he may shape his course most effectively to the needs and background of his class. Consequently texts vary from year to year and from teacher to teacher. No one class will read all of those listed below for each course.

ENGLISH 1. This course meets five periods a week, three of which require outside preparation. The prepared hours are devoted to (1) a review of grammar, spelling, and punctuation; (2) the reading and discussion of various types of literature; and (3) composition, at first narration and description, later elementary exposition.

Students are sectioned in English 1 according to the quality of their preparation in the fundamentals of English grammar. Those who need intensive review of fundamentals devote more time to grammar and rhetoric than to literature; the others reverse the proportion. Representative texts read in English 1 are *Adventures in Reading* (Harcourt, Brace), *Romance* (Houghton Mifflin), *Ivanhoe*, *The Tale of Two Cities*, *David Copperfield*, *Kidnapped*, *Arundel*, *The Yearling*, *Old Greek Folk Stories* (Houghton Mifflin), *The Dauber*, *The Merchant of Venice*.

One of the two unprepared hours is devoted to speech work, mainly to the skills involved in effective reading aloud; the other is devoted to exercises in analytical reading of short passages of prose and poetry and to extemporaneous writing under the close guidance of the teacher. These hours are, in effect, tutorial hours given over to training in language.

ENGLISH 2. This course meets five periods a week, three of which require outside preparation. The prepared hours are devoted to (1) a brief review of grammar and a study of the rhetoric of the sentence and the paragraph, based on Edgar's *A Minimum Course in Rhetoric* (Appleton Century); (2) the reading and dis-

cussion of various types of literature; and (3) composition, with increasing emphasis upon exposition.

Representative texts are *Adventures in Appreciation* (Harcourt Brace), *Short Stories* (Harcourt, Brace), *Oliver Twist, The Rise o Silas Lapham, Silas Marner, Quentin Durward, Arrowsmith, The Admirable Crichton, Julius Caesar, Poems for Modern Youth* (Houghto Mifflin), and *Yesterday and Today* (Harcourt, Brace).

The unprepared hours are used as in English 1, with som practice now given in the making of brief speeches.

English 3. This course meets four periods a week, three of which require outside preparation. The prepared hours are devoted t (1) advanced study of the rhetoric of the sentence, the paragraph and the whole composition; (2) the reading and discussion o various types of literature of increased maturity; and (3) composition, with emphasis upon the organization and development o ideas.

Representative texts in this year are *Far from the Madding Crowd Henry Esmond, Victory, Of Human Bondage, Fortitude, Milestones of th Drama* (Harcourt, Brace), plays of Ibsen, Galsworthy, O'Neill Anderson, Shaw, *Essays Old and New* (Harcourt, Brace), *Essays fo Discussion* (Harpers), *Poems for Enjoyment* (Harpers), *John Brown' Body, The Odyssey, Macbeth.*

The unprepared hours throughout the first two terms are devoted to speech work, exercises in close reading, and composition In the spring they are devoted exclusively to practice in writing.

English 4. English 4 meets four periods a week, all requirin outside preparation. The work of this course gives continuin training, on an advanced level, in (1) the reading and discussio of the work of important English and American authors; (2) i detailed analysis of passages of prose and of poetry; and (3) i composition based on the student's reading and his reflectio upon his experience.

Representative reading done in English 4 consists of the work o standard authors from Chaucer to Yeats, as found in *British Poetry and Prose* (Houghton Mifflin), *Tom Jones, The Ordeal of Richard Feverel, Lord Jim, Tess of the D'Urbervilles, The Scarlet Letter, Babbitt, For Whom the Bell Tolls,* plays from Sophocles to Shaw and O'Neill and including much Shakespeare, *Ways of Thinking and Writing* (Scribner's), *Essays of Three Decades* (Harpers), *The Mind in the Making, Understanding Poetry* (Holt), *The Chief Modern Poets of England and America* (MacMillan) Macaulay's *Essay on Johnson, Queen Victoria, Thought in English Prose* (Doubleday Doran).

In each English course, in addition to reading done for class discussion, students carry on outside reading which is guided, although not wholly prescribed, by the English teacher.

In each course opportunity and encouragement are also given for creative writing in short story, poem, and essay, and the Department sponsors a series of prize competitions throughout the year to stimulate interest in independent writing.

English 5. This course, meeting three periods a week, is an elective course open to students who have successfully completed four years of secondary school English or who have otherwise demonstrated ability to do advanced work in English.

The work of English 5 is an extension of that done in English 4, with greater freedom given to the student to do independent reading and writing. In the fall term the emphasis is upon outstanding examples of narrative literature, including Tolstoy's *War and Peace* and selected modern short stories; in the winter term the emphasis is upon prose of ideas, with careful study of many essays including Mill's *Essay on Liberty;* in the spring the emphasis is upon poetry and drama, including certain of the plays of Shakespeare.

A basic text for this course, supplemented by others which vary from year to year, is *Approach to Literature* (Crofts), edited by Brooks, Warren, and Purser.

In addition to frequent class composition, students write two essays a term of 1500-2000 words upon a subject which grows out of their own reading and thinking and is chosen in consultation with their teacher.

PUBLIC SPEAKING

It will be noted, in the description of the courses in English, that oral reading and speaking form a definite part of the work of the first three years.

In the Senior year a two-hour elective course provides training in expository and argumentative speaking and in reading aloud. In the speeches emphasis is placed on worth of material and on clearness of thinking, as well as on effectiveness of delivery. The text used is Sarett and Foster's *Basic Principles of Speech* (Houghton, Mifflin).

The Mirrophone, a recording and reproducing instrument, is used in the work.

*FRENCH

The first year's work, French 1, comprises the principles of pronunciation and drill in the fundamentals of grammar, regular and irregular verbs, with abundant easy exercises for oral and written translation into French, and the reading of about one hundred pages of easy French prose. In 1942-1943 Fraser, Squair, and Carnahan's *Brief French Grammar* (Heath)—complete, and Ford and Hicks *An Alternate French Reader* (Holt), are being used as textbooks.

The work of the second year, French 2, includes a thorough review of elementary grammar, the regular and irregular verbs, continued work of more advanced nature in composition and translation, and practice in oral use of the language. The work of this year meets the usual college requirements for two years of French. In the current year *French Composition* by Galland (Allyn and Bacon) forms the basis for the work in grammar. Selected stories from Moore and Havens' *Guy de Maupassant* (Ginn) and texts of similar grade provide translation material.

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*See footnote on page 56.

In the third year, FRENCH 3, increased emphasis is placed upon a wider vocabulary and greater facility in translation and comprehension. More advanced work is done in composition and drill in the use of idiomatic expressions, and more extensive oral use of the language is encouraged. The course covers fully the normal college requirements for three years of French. Barton and Sirich's *New French Review Grammar and Composition* (Crofts)—complete, Badel's *Chez les Français* (Farrar and Rinehart), Daudet's *Tartarin de Tarascon* (Heath), and similar texts are being used this year.

FRENCH 3 SPECIAL. In this course, greater stress is placed upon ability to translate and upon the study of the geography, history, literature and civilization of France based upon French texts. The course is limited to a group of boys who have completed two years of French and given evidence that they would profit by this type of work.

FRENCH 3R, a two-hour elective course, is a reading course for the benefit of boys who have completed two years of French but do not have time to take four hours of French 3 and wish to maintain contact with the language.

In FRENCH 4, the objective is the development of ability to translate and comprehend material of greater difficulty and of more abstract content. The translation covers a wide range of prose and poetry selected from the writers since 1800. Free composition, continued practice in a wider use of idioms, and more extensive oral use of the language form an essential part of the course.

FRENCH 5 A is open to students who have completed college requirements in three years of French or who have special permission of the French department and desire to keep up their knowledge of the subject in a two-hour course. The objectives of the course are to improve the student's knowledge of France, its geography and the French people, and to give him an opportunity to make practical use of the language by speaking, hearing, reading and writing in French about French civilization.

French 5 B, a two-hour elective course, is open to students who have completed three years of French or who have special permission of the French department. The course presents an outline of the development of French literature with emphasis on the Nineteenth Century. Instruction is given in the form of lectures, classroom discussions, and outside reading of selections from the masterpieces of the more important French authors. This course is given only when there is sufficient demand for it.

French 1-2 is a five-hour course open to Seniors who have had sufficient language training. It affords the opportunity of obtaining, by intensive work, the equivalent of the material covered in French 1 and French 2.

*GERMAN

The Department of German offers a continuous course, covering four years, in which the emphasis is laid upon fluency of reading and the use of the spoken language.

The beginning course, German 1, four hours a week, gives the grammatical background, the skeleton of the language, and the simple forms of conversation. It insists on clarity of expression, vocabulary, and the ability to handle a language more highly inflected than the English. Reading begins in the middle of the winter term. Varied texts, such as the Hagbold series of stories and fables, miscellaneous well-known stories adapted to the knowledge

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*See footnote on page 56.

possessed by the pupils, and much sight-reading material furnished by the instructors are read during the rest of the year. Betz and Price's *Learning German—First Book* (American Book) has been used recently at a grammar.

German 2 amplifies reading knowledge and vocabulary. It starts with the reading of Diez's *Beginning German for Colleges* (Oxford Press), with emphasis on the grammatical and syntactic background of the language, and continued work in conversation. Reading of modern texts (mostly 20th century German) and, occasionally, the reading of a classical work, such as *Wilhelm Tell,* complete the course.

German 3 is an advanced course which develops and continues the above courses. The classes are conducted in German as much as possible. Reading material includes novels by Keyserling, Mann, Hausmann, Bahr, and other modern writers. Dictation in German on various literary and scientific topics is frequently given, including excerpts from the classics.

German 3R, two hours a week, is a special course, consisting largely of reading and conversation, for Seniors who wish to continue the study of German but whose schedules do not permit taking the regular course.

German 4 is a Senior course, completing the cycle. This course is given in two sections of two hours each, which may be taken separately or jointly. One emphasizes the handling of advanced German in dictation and conversation, and ends with the reading of classic poetry and excerpts from Goethe's *Faust* at the end of the year. The other deals with literary and scientific modern texts.

For advanced pupils who have completed the higher courses, at the Academy or elsewhere, a German 5 course of two hours is given, which is designed to keep the knowledge of the language alive and growing, and uses material adapted to the individual knowledge of the boy.

German 1-2, for Seniors, is designed for those who wish to continue German in college or need it as a background for scientific and mathematical studies. Meeting five periods a week, it affords an opportunity for accelerated grammatical instruction and reading.

GREEK

The first year, Greek 1, is devoted mainly to forms and the most essential principles of syntax. Benner and Smyth's *Beginner's Greek Book* (American Book) is used. To aid the memorizing of inflections and vocabularies there are daily exercises, both oral and written, enforced by incessant drill. During the second and third terms, work in the grammar is supplemented by lessons either from a very simple Greek Reader, or from the initial chapters of Xenophon's *Anabasis*.

The second year, Greek 2, is occupied with Xenophon's *Anabasis*, Books I-IV, or an equivalent, with sight reading, from Xenophon and other Attic prose authors, translation from English into Greek, and grammar reviews. A general survey of Xenophon's more important works is made.

The third year, Greek 3, is spent mainly in reading selected books of the *Iliad* and the *Odyssey*, about 5000 verses being read during the year. After the dialect is mastered, more attention is given to the literary side of the poems and to the translation of Homer at sight.

There is an elective course, Greek 4, in the Greek Testament —one hour a week—open to both Upper Middlers and Seniors.

LATIN

In Latin 1 the time is occupied with the mastery of such vocabulary, inflexions, and syntax as are covered in Pearson's *Essentials* *of Latin* (New York Edition—American Book). There is constant practice in the reading and writing of simple prose, and in observing the relation of Latin to English words. The course aims at a thoroughly dependable foundation for subsequent reading and study. As a prerequisite, candidates must have a competent knowledge of the fundamentals of English grammar.

In LATIN 2, Books I-IV of the *Gallic War* of Caesar, or equivalent amounts from a "Second Year Book," are studied. The study of vocabulary includes the mastery of the word list recommended by the College Entrance Examination Board for Second Year. Ample time is allotted to prose composition. There is continual practice in sight translation and reading aloud.

In LATIN (CICERO) the course aims chiefly at training in reading Latin prose writings with increasing ease and surety. The work in Latin prose composition is devoted to connected narrative. The first and third orations against Catiline, the poet Archias, Verres (the Plunder of Syracuse), and other speeches, such as the Marcellus or the Manilian Law, may be read, or the equivalent amounts of other authors may be substituted. Vocabulary study includes the entire list recommended by the College Entrance Examination Board.

Students who have done good work in Latin and who intend to take only three years of the subject will be allowed to choose either Cicero or Vergil for their third year Latin. A special section in Vergil will be made for such boys.

In LATIN (VERGIL) effort is made to cultivate a sympathetic appreciation of the essentials of good poetry. There is systematic training in sight translation and in metre, with the object of enabling the student to read Latin poetry with some ease and with appreciation of its rhythmical quality. Selections from the *Aeneid* and from the *Metamorphoses* of Ovid and excerpts from other poets form the basis of the work. The total amount of reading may be estimated as equivalent to six or seven books of the

Aeneid. Vocabulary study includes the entire list recommended by the College Entrance Examination Board. The course is treated as a starting point for excursions into the thought and life of the ancient world. A knowledge of this background is developed by lectures, incidental comment, and classroom discussion, supplemented by assigned reading. Topics in the private life and customs of the Romans are studied and illustrated. The Academy possesses more than a thousand photographs for this purpose.

In Latin (Horace) selections from the Odes of Horace are read and discussed. The thought and life of the poet's time are considered, and the relationship of his poetry both to the Greek lyric and to English lyric poetry is indicated.

Latin Composition. No regular course is given, but special arrangements can be made for any student desiring work in advanced composition.

*SPANISH

Courses covering three years' work in Spanish are given. They meet the usual College requirements and include some study of the geography, history, institutions, and customs of the Spanish World.

Spanish 1 comprises practice in reading, writing, speaking, and understanding the language, with special emphasis upon the fundamentals of grammar, the regular and irregular verbs, the radical changing and orthographic changing verbs, nouns, adjectives, pronouns, the uses of the tenses, the commonest idioms, and an introductory treatment of the subjunctive mood. Grammars such as Hamilton and Van Horne's *Elementary Spanish Gram-*

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*In choosing a modern foreign language the student should bear in mind not only his college's requirements for admission but also the use he will make of the language in college. Many colleges require a certain amount of French or German, completed in school or college or both, for the bachelor's degree. These languages are needed in some college courses. For advanced degrees French or German or both are usually required.

mar (Century) and Pittaro and Green's *Primer Curso de Espanol* (Heath) serve as a basis for this course, and such texts as Weisinger and Johnston's *First Reader in Spanish* (Odyssey Press) and *Los Otros Americanos*, by the same authors, supply the reading material. Special care is taken to guide the student over the difficult transition from elementary reading to formal Spanish narrative.

SPANISH 2 continues the work of the first year and covers the usual college requirements for two units of Spanish. The grammar is reviewed through the medium of such books as Pittaro and Green's *Progressive Spanish* (Heath) and Crawford's *Temas Espanoles* (Holt), and there is further treatment of the subjunctive mood. Texts such as Wast's *Pata de Zorra* (Odyssey Press) and Adams' *Popular Spanish Readings* (Crofts) supply the material necessary for intensive and comprehensive reading.

SPANISH 3 consolidates and enlarges upon the work of Spanish 2 with a view to the student's development of speed, range of ability, and better control of vocabulary. Some time is spent in the oral reproduction of texts read and in the writing of free composition. Particular attention is paid to conversation and to reading for comprehension. Adams' *Brief Spanish Review Grammar and Composition* (Holt) is studied, and such texts as Hill and Buceta's *Antologia de Cuentos Espanoles* (Heath) and Alarcon's *El Sombrero de Tres Picos* (Holt) are read.

HISTORY

The courses in History have two purposes. They are arranged in definite order to provide information in company with other subjects of study. Classical History is presented in the Junior year as work is begun in Greek and Latin. European History comes in the Lower Middle year as the students take up French and German. English History for Upper Middlers is planned to fit with their studies in English Literature. American History for

Seniors is designed to lay historical foundations for work subsequently at college in History, Government, Economics, and other related subjects. For the second purpose, the courses in History are organized consecutively to provide increasing experience in the accuracy and precision of thinking and to train the students in comprehension and logical expression of what they know.

In the first two years, this system of courses in History defers to the immaturity of the students and stresses the narrative and the pictorial. It develops toward emphasis upon the analytical and the abstract only in the last two years. The first two courses rely heavily upon text books for all students. The last two have texts available, but direct the more capable students to specific reading in historical works of maturity. All four courses make use of materials in the Addison Gallery of Art and the Library.

History 1—Greece and Rome. This course is designed to introduce students to History. It begins with stories of Egyptian life, the nations of Mesopotamia, Palestine, Crete, and the Persian Empire, as the background for a more extensive study of the Greeks, their internal growth and international strife. Then it moves into the history of the Romans, through the days of their Republic, the times of the Caesars, and the Empire, to the decline with the invasions of the barbarians.

Particular attention is given to the classical narratives, to the substance and color of Mediterranean life, to great personalities and episodes in the period. Assigned readings in the text and selected books in the Library are supplemented by the study of paintings, pictures, and slides from the Addison Gallery of the Academy. Class-room work is devoted to explanation and practice in writing effectively about what has been studied.

History 2—France. With this course, the students are given a view into the history of Western Europe. The central theme is the growth of France from Charlemagne to Napoleon. But contemporaneous events in the Holy Roman Empire, the Lowlands, the

Italian States, Germany, and the Austrian Empire are specifically related to the story of France. Emphasis is put upon the Church, feudalism in France, the growth of commerce, urban communities, and the Renaissance. Outstanding developments in architecture, art, science, and literature are also studied and discussed. There is a work-book specially prepared for this course. The students are trained in note-taking and in writing frequent short papers as well as more extensive examinations.

HISTORY 3—England. The work of this year takes the students into a more mature examination of historical materials. The sequence of events is followed, but there is deeper penetration into social, political, and economic forces. The basis of study is a workbook, specially prepared to train students to use the Library and to depend no longer upon a single text. This material is divided topically, with a summary to introduce each major subject, and the topics thereunder have specific references to various texts and to books of more mature opinion. The students are taught to take their own notes from these references. Subsequent discussion in the class-room is based on these notes, and the students are then encouraged to draw conclusions.

The detailed study of Great Britain starts with her emergence from medieval times into the modern era, beginning with the Tudors. Certain incidents are studied to bring out general changes in Western Europe. More emphasis is then laid upon the development of Parliament and institutions representative of the English people. The course proceeds to elaborate upon social and economic changes, colonial expansion through the period of Cromwell and the Restoration, and rivalry with France for world supremacy, into the period of American rebellion. From the middle of the eighteenth century on, the course then deals with the development of industrial society and its influences upon political movements, the rise of modern imperialism, and aspects of England's policies in the world of today.

History 4—The United States. This final course builds upon the study in the previous year. It begins, therefore, with the causes of the American Revolution. It proceeds through the period of transition from Confederation to Federal Union, the westward advance of the American people, the rise of the nation out of sectional conflicts and the Civil War. It surveys then the development of industrial society and the attendant growth of the United States as a world power. It closes with events of the present time.

Public affairs, both domestic and foreign, are the central theme of this course. Particular stress is given to geographical, economic, social, governmental, and institutional problems, in order that the students may know the origins of the conditions in which they live. The careers of eminent men are studied in relation to these problems. Purely military events are minimized. Problems of literary, intellectual, religious, and philosophical import are indicated but left for study in college.

History 5—Contemporary History. This one-hour elective course for Seniors is designed to give a quick survey of recent affairs. For this purpose there are introductory discussions of the first World War, the period following Versailles, and events leading to the present crisis. The students are asked to read in historical works and current periodicals, but the major part of the study consists of discussions in class and note-taking from lectures.

HISTORY OF CIVILIZATION

This one-hour elective course, for a limited number of boys, tries to acquaint the participants with the background of our own culture and civilization by giving a concise but reasonably extensive synopsis of the aspect and aims of the Greek civilization and its development through the Roman, Medieval, Renaissance, and Modern adaptations of its principles. It is mainly a lecture course, with one examination a term.

MATHEMATICS

Mathematics 1A—First Year Algebra. The prerequisite of this course is an elementary knowledge of algebra through the solution of simultaneous linear equations of two unknowns. The study of the subject begins with a review of fundamental operations and continues through the year. The course covers the topics of Milne-Downey's *Activities in Algebra* (American Book) through systems of equations involving one quadratic and one linear, with problems based thereon. Sanborn's *First Year Exercises in Algebra* (American Book) and Tower and Sides' *Reviews and Examinations in Algebra* (Heath) are used to supplement the regular text work.

After a careful survey in the fall term, the abler students are placed in a division which progresses more rapidly and which, by the end of the Lower Middle year, completes both Mathematics 2 and Mathematics 3. These students are thus prepared to take Mathematics 4 in their Upper Middle year and either Mathematics 7 or some other elective in their Senior year.

Mathematics 1B—First Year Algebra. This is the beginning course in algebra and is designed to provide an effective introduction for those students who are not prepared for Mathematics 1A. The course is similar basically to Mathematics 1A in that successful completion of either course meets the requirements for admission to Mathematics 2. The text books used and the topics covered are the same as in Mathematics 1A.

Mathematics 2—Second Year Algebra. This course presumes thorough grounding in at least one year of algebra. A careful review is made of the topics covered in Mathematics 1A and 1B with applications to more difficult exercises and problems, followed by a study of intermediate algebra through logarithms and progressions as presented in Milne-Downey's *Activities in Algebra* (American Book). Additional material is provided by use of Tower and Sides' *Reviews and Examinations in Algebra* (Heath). Some work is done in the solution of higher degree equations. Students with superior preparation are assigned to special divisions.

Completion of this course meets the college requirements for two units of credit in elementary algebra.

MATHEMATICS 3A—Plane Geometry. This is the regular course in Mathematics 3 in which plane geometry is started and finished. The course is for students who have completed college entrance requirements in two years of elementary and intermediate algebra.

The course covers a program of study as presented in Schultze-Sevenoak-Schuyler's *Plane Geometry* (Macmillan)—revised edition. A comprehensive study of originals, numerical exercises, constructions, and loci is also provided in Tower and Sanborn's *Exercises in Plane Geometry* (Andover Press). Throughout the year there will be some review of elementary algebra in Tower and Sides' *Reviews and Examinations in Algebra* (Heath).

Completion of this course meets the college requirements for one unit of credit in plane geometry.

MATHEMATICS 3B—Second Year Algebra. This is a course for incoming students who have completed college entrance requirements in plane geometry and who have done one year of work in algebra similar to Mathematics 1A or 1B. The course presumes that elementary algebra has been covered through the solution of sets of equations, one of which is first degree and the other quadratic. The text in use is Milne-Downey's *Activities in Algebra* (American Book). Supplementary material will be used from Tower and Sides' *Reviews and Examinations in Algebra* (Heath). Throughout the year there will be some review of plane geometry in Tower and Sanborn's *Exercises in Plane Geometry* (Andover Press.)

Completion of this course meets the college requirements for two units of credit in elementary algebra.

MATHEMATICS 3C—Plane Geometry and Second Year Algebra. This course is designed to meet the needs of incoming students who have had one year of algebra similar to Mathematics 1A or 1B, and one year of plane geometry for which credit has not been obtained. The course presumes completion of an accredited course in four books of plane geometry with a reasonable command of corresponding originals, numerical exercises, constructions, and loci. It begins with a thorough review and grounding in the fundamentals of algebra and continues through the entire field of elementary and intermediate algebra. An extension and review of plane geometry is provided, which, coupled with the work in algebra, meets the college requirements for two units of credit in elementary algebra and for one unit of credit in plane geometry. The text books in use are the same as those specified for Mathematics 3B.

MATHEMATICS 4—Trigonometry and Solid Geometry. The prerequisite of this course is the satisfactory completion of one of the Mathematics 3 courses or its equivalent. The course includes the study of plane trigonometry, theory and use of logarithms, solid geometry, and an extension into the field of spherical trigonometry. Problem material pertinent to the war will be emphasized throughout the course. The text books in use are Granville-Smith-Mikesh's *Plane and Spherical Trigonometry and Tables* (Ginn), Sides' *Examples in Plane Trigonometry* (McGraw-Hill), and Hart's *Progressive Solid Geometry* (Heath). Completion of this course meets the college requirements for one unit of credit.

MATHEMATICS 5A—Advanced Algebra. This is a two-hour elective course and is open to students who have credit for Mathematics 3. The course includes the study of imaginary and complex numbers, theory of higher degree equations, variables and limits, permutations, combinations, probability, scales of notation, determinants, and mathematical induction. The text book used is Edgerton and Carpenter's *Advanced Algebra* (Allyn and Bacon).

Completion of this course meets the college requirements for one-half unit of credit.

MATHEMATICS 5B—Plane Trigonometry. This is a two-hour elective course and is restricted to Seniors and non-returning Upper Middlers who are unable to schedule Mathematics 4. The course is a thorough presentation of plane trigonometry. The text books in use are Granville-Smith-Mikesh's *Plane Trigonometry and Tables* (Ginn) and Sides' *Examples in Plane Trigonometry* (McGraw-Hill). Completion of this course meets the college requirements for one-half unit of credit.

MATHEMATICS 6—Introduction to the Calculus. This is a one-hour elective course and is open to students who are enrolled in Mathematics 4. The course is a brief introduction to analytic geometry and the calculus and is designed to supplement the regular Senior work in mathematics.

MATHEMATICS 7—Analytic Geometry and Differential and Integral Calculus. This is a course in analytic geometry and the calculus and corresponds to the mathematics of the freshman year in university and college, thus preparing for the sophomore work in this field. It is open to those who have completed the usual preparatory school courses in mathematics, and to others of unusual aptitude who can take such a course concurrently with Mathematics 4. The course is covered in Longley and Wilson's *An Introduction to the Calculus* (Ginn).

MECHANICAL DRAWING

This is an engineering drafting course which includes the use of drawing instruments, lettering, geometric contructions, sectioning, and working drawings. Especial stress is laid on a thorough mastering of the fundamentals. The course in many instances so prepares the student that he can take a more advanced course on entering college, and, in some cases, secure credit toward his degree for the course omitted. Students of exceptional ability are given an opportunity to do more advanced work or are given problems in keeping with the course to be pursued after entrance to college. The text in use is French's *Engineering Drawing* (McGraw-Hill).

ELEMENTARY SCIENCE

This course, meeting three times a week in the Junior year or twice a week during the Lower Middle year, aims to acquaint the student with scientific facts and methods, and, in general, to form an easy approach to the laboratory sciences which follow.

The instruction is given by means of a text-book, by lectures, and by lecture table demonstrations. Emphasis is placed upon reasoning rather than upon the mere collection of information.

BIOLOGY

The course in Biology covers the fundamental characteristics of living things; the nutrition, growth, and reproduction of plants and animals; the physiology and hygiene of the human body; the influence of bacteria, insects, trees, and birds on man's welfare; and the principles of heredity and evolution.

The class meets four times a week, twice for recitations and twice for two-hour laboratory periods. The work in the laboratory includes careful training in the use of the compound microscope and in the recording of observations made. The instruction meets the requirement of the College Entrance Examination Board and counts one point for admission to college.

CHEMISTRY

The course in Chemistry includes the study of the vario forms and kinds of matter, the changes they undergo, and th laws dealing with these changes. The preparation, propertie and uses of the important elements and compounds are studie The structure of the atom and the nature of chemical change ar treated from the point of view of modern chemical theory. E pecial attention is given to the fundamental concepts of moder Chemistry and to reasoning from such concepts rather than mer memorization of the subject matter. Sound scientific method an the applications of theory are stressed in the laboratory, by classroom demonstrations, and by the study of appropriate industri processes. The historical development of the subject, its importan applications affecting the life of the individual, and the place an influence it has in modern civilization are given full consideration. The course meets fully the requirements of the Colleg Entrance Examination Board and of the student who wishes t continue the study of the subject in college.

PHYSICS

In this course, which covers completely the requirements i Elementary Physics as outlined by the College Entrance Examination Board, the text-book is supplemented by lectures, and b work in the laboratory. The text is accompanied with numeric examples and by qualitative experiments designed to illustrat physical laws and their application to practical life.

About forty quantitative laboratory experiments are require of each pupil. A careful record of the steps and results of thes exercises is kept in a note-book which is submitted to the instructor for approval.

THE VISUAL ARTS

INTRODUCTION TO ART. One-half of the course "Introduction to Art and Music" is devoted to the Visual Arts—Architecture, Painting, Sculpture, and the Decorative Arts. This course, counting as two hours a week, is ordinarily required for members of the Upper Middle Class. Seniors, at the Academy for one year only, may take it as an elective. The periods and style of architecture are considered briefly, with special attention to the evolution of structure and design in a few monumental buildings. American architecture is studied in relation to both past and modern form. This architectural study provides the basis for the subsequent study of painting, where materials, their use, and the principles of design common to all the arts are discussed. Wherever possible, collections and exhibitions in the Addison Gallery are used for purposes of illustration.

STUDIO ART. A limited group of Upper Middlers and Seniors are permitted to take, in place of the Art and Music course, instruction in drawing, painting, or clay modeling. In its emphasis on observation and in its effort to supply the basis for a critical understanding of contemporary surroundings, the purpose of this course is parallel to that of the lecture course. Four hours' studio work counts for two hours' credit, with no outside preparation required. Previous experience is not required for this course, but it pre-supposes an interest in working with materials and in problems of construction. This course seeks, through the development of control in drawing and in the use of color, to aid the student in organizing his observation and imagination. The work is adjusted to the experience and ability of the individual student.

A continuation of the studio course, counting as two hours a week, is offered for Seniors.

ADVANCED ART. An advanced course in the Visual Arts is offered as an elective to students who have taken either the Introductory or a studio course. The full course, counting four hours a week, combines studio work and discussion. It is conducted by the project method, with the studio work in painting, architectural and industrial design, forming the basis for class discussion. Through special arrangement, this course is available for college entrance credit for students whose general record is of high grade and who have a special interest in the subject. The permission of the Class Officer and the Art Department is required. The course may, with permission of the instructor, be taken as a half course, counting two hours a week, with concentration on the discussion section.

MUSIC

Introduction to Music. A two-hour introductory course in Art and Music is required for members of the Upper Middle Class, and Seniors may take it as an elective. The second half-year of this course is devoted to music. Its aim is to acquaint the student with the great masterpieces, help him to understand and enjoy them, and introduce him to the historical background and development of music.

Senior Music Appreciation. A two-hour Senior elective in Music Appreciation is offered for those members of the Senior Class who wish to be introduced to the subject, as well as for those who, having taken the Upper Middle course, desire more work in this field.

Harmony. A two-hour course in Harmony is offered as an elective for Seniors. Upper Middlers may be admitted to this course.

Piano and Organ. Weekly instruction, for students whose schedules permit, in piano and organ, also in string or wood-wind instruments, may be counted as a two-hour course.

Music Major. For students who wish to take Music as a major course in their Senior year the following combinations of two-hour courses are possible:

Music Appreciation and Harmony
Music Appreciation and Instrumental Music
Harmony and Instrumental Music

Students who sing in the choir, every member attending two rehearsals a week, are offered one of two forms of compensation: (a) one assembly cut a week; (b) permission to count the choir work as one schedule-hour.

Serious attention is given to the school orchestra, which rehearses weekly and studies carefully both classical and modern compositions. A well-trained student band plays at the major athletic events.

Trips for concerts, and occasionally dances, at neighboring schools are made by the musical clubs each year; and there are generally several similar programs in Andover.

A separate charge of $2.50 for one-half hour is made for private lessons. The piano instruction is in charge of Mr. Albert Fillmore; the organ lessons are given by the Director of Music of the Academy; able instructors are provided for lessons on string instruments and wood-winds. Violin students who play in the School Orchestra are given lessons gratis by a first-class violin teacher. At present this work is in charge of Mr. F. L. Macdonald of Boston.

The Music Department is equipped with a separate building for practice pianos. The Chapel contains the Martha Cochran Memorial Organ, a 100-stop Casavant instrument of four manuals. The Choir Room, in which the courses in music appreciation are held, is equipped with a practice organ, a reproducing machine, and an Ampico player piano. The Meeting Room in George Washington Hall contains both an organ and a Steinway grand piano. The Academy also possesses the Carnegie Corporation Junior Library of gramophone records.

RELIGION

Religion 1—This course is a study of religion in the making. It traces the development of certain important religious concepts from the primitive tribal ideas through the high ethical monotheism of the early Hebrews and the religion of Jesus. It gives students an acquaintance with the finest passages of the Bible, the outstanding characters, the individual Books and their messages, and a sense of the progressive discovery and revelation of religious truth. This two-hour course is given to all members of the Lower Middle Class.

Religion 2A—This is an elective course for Upper Middlers and Seniors who have not had the Lower Middle course described above. Although the subject-matter in this course is similar to that dealt with in the Lower Middle course, the method of handling this material is different, since the students are older and more mature.

Religion 2B—This is a two-hour elective course for Seniors and Upper Middlers who have completed successfully the work of the Lower Middle Religion course and who wish to move on further in their study of religion. The content and method of conducting this course differ from year to year and depend to some degree upon the interest and the maturity of the boys who have elected further study in this field.

AERONAUTICS

This course, meeting two hours a week, is for Seniors who have credit for Physics or are studying it. The work in pre-flight aeronautics, as outlined by the Civil Aeronautics Administration, is followed as closely as possible. This year the text in use is *Elements of Aeronautics* by Pope and Otis (World Book).

ANATOMY AND EVOLUTION

This two-hour survey course, for Seniors and Upper Middlers, is intended to interest and instruct the student in the structure and physiology of the human body, and in the laws of inheritance, evolution, and eugenics. It is composed of lectures, demonstrations, and some outside reading.

ANTHROPOLOGY

A two-hour elective course offered by the Robert S. Peabody Foundation for Archaeology is intended to present a brief consideration of the pre-history of Man in the New World. It is composed of lectures and reading on ethnological and archaeological subjects. This course is intended as a general survey of the Americas before the coming of the whites.

COMMUNICATIONS

This elective for Seniors, meeting two hours a week, is primarily to teach the student to copy International Morse code at the rate of at least ten words a minute. After this objective is realized, the use of the telegraph, semaphore, wigwag, light signalling, and any other forms of communication that might be useful to one entering the service, will be studied as time permits.

MAP READING AND GEOGRAPHY

This two hour course begins with a study of the history of map making. It is followed by practice in the use of the most important kinds of maps which are available Military map reading is studied, using, as a guide, army manuals, military maps and modern topographic maps. The course concludes with a study of geography which provides a knowledge of the important regions of the earth and their significance in relation to present conditions in the world.

NAVIGATION

This is a two-hour course. It is open to students who are taking Mathematics 4, or who have had that course or its equivalent. Most of the topics in Dutton's *Navigation and Nautical Astronomy* are taken up, with emphasis on the underlying theory. Some work is done with charts, plotting sheets, and a sextant.

PHILOSOPHY

A two-hour Senior elective is offered in this subject, the object being a general introduction preparatory to philosophical studies at college.

The subject is presented through philosophical problems rather than by tracing the historical development. Text-books used are: Berkeley's *Dialogues between Hylas and Philonous* (Dutton) and Fullerton's *Introduction to Philosophy* (Macmillan).

SOCIAL PROBLEMS

This two-hour elective course for Seniors involves a study of the basic social problems confronting any organization of society, with attention given to certain important contemporary social movements.

ARMY AND NAVY ORIENTATION

This course, which is given two hours a week during the Activities Period, is for Seniors and Upper Middlers. It is not an indoctrination course, but aims to present as vividly as possible pictures of the various branches of the service, to acquaint prospective selectees with their history, traditions, insignia, etiquette, and organization. *It does not count for credit toward the diploma.*

GENERAL REGULATIONS

DAILY APPOINTMENTS

Recitation and study hours	8.00 A.M. to 9.53 A.M.
Morning Assembly	10.00 A.M.
Recitation and study hours	10.22 A.M. to 12.15 P.M.
Activities hour	1.00 P.M. to 2.00 P.M.
Athletics	2.30 P.M. to 3.45 P.M.
Recitation and study hours	4.22 P.M. to 6.15 P.M.
Evening study hours begin	8.00 P.M.
Sunday chapel service	11.00 A.M.

Wednesday and Saturday afternoons are half-holidays.

STUDY HOURS

Students are expected to occupy themselves with their studies or other school work during all study hours.

DISCIPLINE

The disciplinary policy of Phillips Academy is based on the assumption that each student will, at all times and in all places, conduct himself like a gentleman. It is the purpose of the Academy to cultivate in each boy, from the very beginning of his career in Andover, a sense of pride in his school and of responsibility to an orderly community. The few, but definite rules to which the undergraduates are expected to adhere, have been made in accordance with this principle.

Every absence of the student from recitation, morning assembly, and Sunday chapel, from his room during study hours, or from any other fixed appointment must be satisfactorily accounted for. The accumulation of eight unexcused absences involves severe discipline or dismissal. In all cases of illness, notice must be sent at once to the School Physician.

Special importance is attached to meeting all appointments immediately preceding and following vacation and recess periods. A failure to meet such appointments may result in severe disciplinary action.

A student who is guilty of dishonesty in an examination is liable to dismissal.

The use or possession of alcoholic beverages is punishable by dismissal.

The possession, the renting, or the driving of any motor vehicle within bounds is forbidden.

Students are not permitted to have firearms of any description in their possession, or to use them except as authorized under the rules of the Academy Rifle Club.

Students whose scholastic standing is satisfactory are occasionally permitted an afternoon or a week-end out of town. A student who leaves the school bounds without excuse renders himself liable to dismissal.

Radios and wireless apparatus are not allowed in students' rooms. Sets are provided in the common rooms of each class.

GRADES AND REPORTS

Reports on the student's work are sent to the parents or guardian twice a term. Grades are based on the results of both daily work and examinations. They are recorded on a scale of 100, in which 60 is the passing mark and 80 or over is an honor grade.

CLASSIFICATION

For full membership in a given class students should be credited with the work of the lower classes or its equivalent. Boys are rated as members of a given class, however, if their deficiencies for full membership in it do not exceed one full course. For the purpose of this rule a full course is a course meeting 4 or 5 hours a week. Two-hour courses and three-hour courses (except English 3, which counts as a full course) are half-courses.

ROOM EQUIPMENT

The Academy furnishes each room with bed and mattress, bed linen, one blanket, chiffonier, desk, desk-chair, easy chair, and rug. In the double rooms these items are provided for each occupant. Desk lamps are provided in Williams Hall, Junior House, and Rockwell House. In the other dormitories and houses they must be furnished by the student, but any additional electrical appliances are not permitted.

CLOTHING

Each boy is expected to bring a dark suit to be worn at church services on Sundays. A coat and necktie are required at all recitations, at meals, and at daily assembly. All wearing apparel and personal effects should be plainly marked with the student's name.

EXPENSES

The tuition charge for each student at Phillips Academy is as follows: $525 (which includes the Infirmary fee) payable on October 1; $300 payable on January 1; and $300 payable on April 1. The net rate charged to scholarship students varies according to the need of the applicant. Each student, when his application is accepted, is required to make a deposit of $50.00, which is credited on his first regular school bill.

The total charge of $1125 covers instruction, board, room (including furniture, bed linen, and one blanket), physical training and athletic privileges, use of laboratory equipment and material, admission to all authorized athletic contests and authorized entertainments at George Washington Hall, including the Saturday evening motion pictures. It does not include tutoring, or special instruction in music or athletics, the services of consulting physicians or private nurses, personal laundry, text-books, dues to school organizations, and unnecessary breakage and damage to school property.

Each student is required to make a deposit of $25 to cover breakage and other incidental obligations that may be incurred during the school year. This deposit is payable on October 1 and is billed with the portion of the normal charge due on that date. The balance remaining after such charges have been deducted will be refunded at the end of the fiscal year, June 30, or credited on the bill for the following year.

Bills for matters not included in the regular school charge may be sent out at any time during a school year. Any alteration in the terms of payment made necessary by the needs of parents must be arranged in advance with the Treasurer. Class-room privileges may be denied to students whose bills are not settled when due.

No rebate for the term in which he leaves will be made to a student who is for any reason dismissed or withdrawn, unless he is called to service under the Selective Service Act.

FINANCIAL AID FOR STUDENTS

The school has at its disposal from various sources approximately $60,000 each year available as scholarships for able, industrious, and needy boys of ambition and high character. Opportunity to earn a part of their expenses, through waiting on table and other jobs, is also provided under the direction of the Scholarship Committee. Awards are made in varying sums, depending on the need of the student, and no boy with a good record who really wishes to attend the Academy should hesitate to apply. Applications for scholarships are now so numerous that grants can be given only to boys who cannot attend Phillips Academy without such aid; and every candidate must submit clear evidence regarding his financial condition on a blank provided for the purpose. All cases requiring aid are passed upon by the Scholarship Committee after careful investigation. Whatever material information is submitted to the Committee is held in the strictest confidence. It is expected that all boys on the scholarship list maintain satisfactory scholastic standing and cooperate in all respects with the regulations of the school. In return for the financial assistance provided by the Academy, students are expected to do some form of work commensurate with their experience and maturity, and the amount of their award. Inasmuch as the amount of assistance is based on the need of the applicant, awards are made for the current year only, and renewal of financial aid must be applied for before May fifteenth of the succeeding year. Approximately $90,000 was earned by students during the year 1941-1942 in prizes, scholarships, jobs, and concessions.

BUILDINGS AND EQUIPMENT

The older Academy buildings, most of them of brick with stone trimmings in the Georgian Colonial style, have been used in some degree as models for the newer structures; but the genius of the modern architects, Guy Lowell, Charles A. Platt, and Perry, Shaw, and Hepburn, has modified the original type and secured variety in unity. They are grouped about the three focal points of the campus, the Memorial Tower, Samuel Phillips Hall, and The Cochran Chapel. North and south across the main campus runs the Elm Arch, an avenue of trees planted early in the last century and now resembling the aisle of a cathedral. Bisecting this the broad Vista slopes from Samuel Phillips Hall gradually to the west and the New Hampshire hills beyond.

WILLIAMS HALL

Williams Hall and Junior House, acquired (1910) through the aid of Edward H. Williams, Jr., class of 1868, Farrar House (acquired 1864) and Tilton House (acquired 1940) are situated within a short distance of the other school buildings, and are adapted to the particular needs of the youngest members of the school. They offer accommodations for fifty-seven boys. With their common recreation and dining rooms, they provide an intermediate stage between the natural restrictions of the home and the freer life of a large school. The boys are in more homelike surroundings and receive closer supervision than the rest of the school, but share with the other boys in the same classes and sports and in all the other privileges of school life. During the war emergency the boys of the Williams Hall unit take turns in waiting on table in the dining room.

ROCKWELL HOUSE

Rockwell House, acquired (1935) through the generous bequest of the late Mrs. Fannie R. Dennis, offers accommodations to forty-two Juniors. It is especially designed to meet the needs of the more mature members of this class. Its administration is carried on along the same lines as that of Williams Hall, with the exception that its residents eat in the Commons.

FACULTY HOUSES

Twenty-six houses, known as Faculty Houses, each in charge of a resident instructor or school official, provide accommodations for 161 boys as follows:

Abbot House for twenty, America House for twelve, Benner House for four, Blanchard House for five, Carter House for six, Cheever House for twelve, Churchill House for six, Clement House for fourteen, Coy House for four, Frost House for four, Hardy House for six, Jackson House for eight, Merrill House for two, Park House for six, Pease House for eight, Salisbury House for twelve, Samaritan House for six, Severance House for two, Sides House for five, Stowe House for five, Tower House for four, Jewett Tucker House for seven, Woods House for three.

DORMITORIES

FOXCROFT HALL (1809), two entries for eleven boys each.

BARTLET HALL (1821), two entries for fourteen boys each.

DRAPER COTTAGE (1892), for ten boys. The gift of Warren F. Draper, class of 1843.

PEMBERTON COTTAGE (1893), for ten boys. The gift of Melville C. Day, class of 1858.

Andover Cottage (1893), for eleven boys. The gift of friends in Andover.

Eaton Cottage (1893), for ten boys. The gift of Melville C. Day, class of 1858.

Bancroft Hall (1900), three entries for ten boys each. The gift of Melville C. Day, class of 1858.

Bishop Hall (1911), two entries for twenty-three boys each.

Day Hall (1911), two entries for twenty-five boys each. The gift of Melville C. Day, class of 1858.

Adams Hall (1912), two entries for eighteen boys each. The gift of Melville C. Day, class of 1858.

Taylor Hall (1913), two entries for twenty boys each. The gift of Melville C. Day, class of 1858.

Osgood Johnson Hall (1922), two entries for twenty boys each.

Paul Revere Hall (1929), two entries for twenty-six boys each. The gift of Thomas Cochran, class of 1890.

OTHER BUILDINGS

Samuel Phillips Hall (1924) was given by the alumni and friends of the school. It contains class-rooms and examination halls and, with its Grecian portico and illuminated clock, is the central point and the dominating building of the campus.

Pearson Hall (1818), remodelled in 1922, is named in honor of the first Principal. Pearson Hall, designed by Bulfinch, was originally Bartlet Chapel, the center of the religious and intellectual life of the famous Andover Theological Seminary. In 1922 the ugly, square bell tower which had been added to it was removed, and the building was transferred to its present site and restored to its original beauty. It is used for class-rooms.

Samuel F. B. Morse Hall (1928) was given by alumni and named in honor of Samuel F. B. Morse, inventor of the telegraph, and a student in the Academy from 1802 to 1805. It contains thoroughly modern and well equipped laboratories and recitation rooms for chemistry, physics, and biology, and a room for mechanical drawing.

Graves Hall (1883, 1892, 1936) was named in honor of William Blair Graves, instructor in Natural Sciences, 1865-1870, 1881-1908. Used as the science building until superseded by Morse Hall, it was remodelled in 1936 and is now a gymnasium for the younger boys.

George Washington Hall (1926) was given by Thomas Cochran, class of 1890. It contains the administration offices and the large Meeting Room, in which the daily morning assembly is held and lectures, concerts, and dramatic performances take place. Its name commemorates the friendship of George Washington for Samuel Phillips, Jr., founder of the Academy.

The Cochran Chapel (1932) was given in memory of Thomas Cochran and Emilie Belden Cochran by their children. Without, it presents the sober Georgian beauty characteristic of the architecture on the Hill. Within, its warm oak paneling, its fluted oak columns, and its carved capitals add a rich warmth not usually found in New England churches of its type. It contains the Martha Cochran Memorial Organ, declared by Guenther Ramin, the distinguished German organist, to be the finest organ in America.

Bulfinch Hall (1818, 1936), built from the designs of Charles Bulfinch, was the third Academy school-house. It was provided by gifts, of which the largest was that of William Phillips, Lieutenant-Governor of Massachusetts, 1812-1823. This is the building described by Oliver Wendell Holmes in his poem, *The School Boy*. Successively a recitation building, a gymnasium, and a dining hall, it is now once again being used as a recitation building. Th interior was completely renovated and remodelled in 1936, t afford fourteen class-rooms and a number of conference rooms fo the exclusive use of the English Department.

Oliver Wendell Holmes Library (1929), named in hono of Oliver Wendell Holmes, class of 1825, was given by William Cochran, class of 1895, Moncrieff M. Cochran, class of 1900, an Louise Cochran Savage. The library contains about 55,00 volumes, of which the greater part are in the open stacks, amon which the boys may browse at will. The Freeman Room is furnished with easy chairs, sofas, a fireplace, and the latest periodicals, as well as more than 1,100 volumes chosen with regard to boy's tastes. In the Garver Room are about 3,000 volumes o reference works with bound periodicals nearby. The library i open on week days from 8 A.M. to 9:45 P.M., on Saturdays fro 8 A.M. to 6 P.M., and on Sundays from 2:30 P.M. to 9:45 P.M

Addison Gallery of American Art (1931) was given with endowment in memory of Mrs. Keturah Addison Cobb by Thomas Cochran, class of 1890. It is a fully equipped museum building with over 10,000 feet of exhibition space. The collections include a comprehensive group of American paintings in oil and water color representing the masters of the Colonial period, nineteenth century, and contemporary art; models of American ships built to a uniform scale; silver, glass, and furniture of the Colonial period; prints and drawings. Frequent loan exhibitions are held throughout the year. The Gallery is open on week days from 9 A.M. to 5 P.M. and on Sundays from noon to 1 P.M. (during the school year), and from 2:30 to 5 P.M.

Borden Gymnasium (1901) was built from gifts, of which the largest was that of Matthew C. D. Borden, class of 1860. To the gymnasium is attached a swimming pool seventy-five feet long and thirty feet wide.

Case Memorial Building (1923) was the gift of George B. Case, class of 1890, and Mrs. Case and their family in memory of George B. Case, Jr., class of 1923. Designed for indoor winter sports, it is known as the "Cage." Its dirt floor is large enough for winter baseball practice. Its 40-yard straightaway track and its circular track of 11½ laps to the mile permit frequent indoor track meets.

The Commons (1930) was the gift of Nathaniel Stevens, class of 1876, Thomas Cochran, class of 1890, Russell A. Alger, class of 1893, and Dwight W. Morrow. Here members of each of the four classes eat together in an atmosphere reminiscent of the beautiful dining halls at Oxford. Each room is paneled in oak and adorned with portraits of distinguished graduates and benefactors of the school. There is also a faculty dining room notable for its murals by Barry Faulkner, and a most attractive common room, appropriately furnished and equipped for the recreational use of the Upper Middlers and Seniors. The kitchen and serving pantries are fully up-to-date in equipment.

Isham Infirmary (1912) was the gift of Miss Flora E. Isham. It contains general wards, private rooms, isolated contagious wards, operating room, laboratory, and x-ray room. The bequest of Mrs. Fannie R. Dennis made possible the addition to the original building of a new wing, completed in September 1935, providing sufficient accommodations for any emergency.

The Andover Inn (1930) is a small hotel, given by Anthony A. Bliss, A. H. Caspary, Thomas Cochran, Charles H. March, Dwight W. Morrow, and Mr. and Mrs. Frank Waterman Stearns. It is owned by the Trustees and its management and operation are under the supervision of L. G. Treadway as Managing Director. With its beautiful location overlooking the Campus, Rabbit Pond, and the Sanctuary, and with its authentic colonial atmosphere, derived from old portraits, prints, and genuin antique furniture, it is one of the most delightful inns to be foun in New England. It is thoroughly modern in equipment.

The Archaeology Building (1903) was the gift of Mr. an Mrs. Robert Singleton Peabody. There are exhibits of the industrial life of the North American Indians, including diorama of Indian villages in the Northeast and the Southwest. Importan study material is stored in the building, which is open on weekdays from 9 A.M. to 5 P.M., and on Sundays from 2 P.M. t 5 P.M. The library affords an excellent opportunity for boys t pursue their own investigations of the many interesting phase of the life of the American Indians.

Peabody House (1915). Built from the income of the Rober Singleton Peabody Foundation, it provides a common room fo Lower Middlers and an assembly hall for various school organizations.

Memorial Tower (1923) was given by Samuel Fuller, class o 1894, in honorable memory of eighty-seven former students o Phillips Academy who gave their lives in the World War. The tower contains a carillon of thirty-seven bells upon which frequent concerts are played. Its summit, illuminated at night, is a landmark for miles around.

GROUNDS

The Brothers Field (1900) was enlarged in 1924. Its fifty-five acres, close by the gymnasium, comprise the regular playing fields of the Academy. Its facilities provide six football fields, six baseball diamonds, six soccer fields, the running track, hockey rink, and many tennis courts. Brothers Field originated with a gift of land by George B. Knapp, class of 1854, in memory of his brother, Arthur Mason Knapp, a teacher in the Academy, 1863.

THE OLD CAMPUS and other fields are also used for baseball, football, soccer, tennis, and polo.

THE MONCRIEFF COCHRAN SANCTUARY (1929), comprising about ninety acres, is the gift of Thomas Cochran, class of 1890, who planned and developed it to manifest the beauty and interest of wild nature. Within its enclosure are two ponds frequented by wild ducks which stop there in passage. Ducks, pheasants, and other birds breed there in great numbers. At the highest point of land is a log cabin where boys may be served with light meals and occasionally spend the night, and at spots of particular beauty stone seats have been erected; one to the memory of the late Professor Charles H. Forbes, Acting Headmaster, another to the memory of Augustus Porter Thompson, of the class of 1892, and his son, Augustus Porter Thompson, 3rd, of the class of 1928, and a third to the memory of Thomas Cochran, of the class of 1890. The Sanctuary was given in memory of Moncrieff Mitchell Cochran, of the class of 1900.

THE ANDOVER SUMMER SESSION

This year Phillips Academy will operate its second summe session, to run eight weeks, from Wednesday, June 30, to Thurs day, August 26, 1943. Its main aims are to enable Phillips Acade my Seniors who will be subject to military call before their norma graduation in June, 1944, to complete their Andover education a an earlier date, and to help younger boys from Phillips Academ and other schools to prepare more rapidly and effectively fo service to their country during the war. The Summer Session als performs two secondary functions: first, to assist students who ar short of normal standing in their classes to make up their de ficiencies; and second, to give boys who are planning to ente Andover in the fall an opportunity to become accustomed t Andover standards and life. The session is under the genera control of the Academy Trustees and Headmaster, and the teach ing staff will be drawn almost entirely from the regular Academ Faculty. Students will live in school dormitories and eat in th Commons. All the Academy facilities will be available,—library infirmary, Addison Gallery of American Art, swimming pool tennis courts, and playing fields.

*Applicants for admission to the Senior Class of Phillip Academy who plan to begin their Senior year in the summe should consult the Director of Admissions, Phillips Academy Applicants for admission to the regular Summer Session shoul consult the Director of the Summer Session. Enrollment will nec essarily be limited in number. The fee, which is three hundre dollars for board, room, and tuition, is set as low as possible t meet merely the actual cost of operation. Ten full scholarship of three hundred dollars each are available for students of unusua

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*See page 38.

promise, not now enrolled in Phillips Academy, who are definitely preparing for war service.

Courses offered by the Summer Session are of three main types: (1) those which are considered most useful as pre-military training, such as mathematics, physics, chemistry, advanced foreign languages, navigation, aeronautics, and mechanical drawing; (2) courses in literature, the fine arts, modern American and European history, and world geography; and (3) review courses which provide opportunity for students from Andover and similar schools to make up deficiencies in most basic subjects.

Major courses will run two hours a day, six days a week, and will cover the equivalent of a year's work in an individual subject in the regular Andover program. Phillips Academy will give a full unit of credit for each major course successfully completed, and it is expected that arrangements can be made with other institutions to give similar credit. No student will be allowed to take more than one major course. If he takes no major course, he will be expected to enroll in two minor courses (each six hours a week), the successful completion of which will, depending upon the course, either remove a deficiency or, in certain instances, secure him credit towards his diploma. These courses may be in regular academic subjects in which additional training is desired, in certain cultural courses planned for the times, or in practical courses directly related to war preparation.

Throughout the Summer Session great emphasis will be placed on health in the belief that physical fitness is of the utmost importance in preparing boys for war service. Formal military drill is not planned; but special body building and toughening exercises will be given to all students. In addition, a broad program of informal supervised athletic activity will be offered. Everyone not already trained in first aid and in the basic principles of health, or unable to swim, will be encouraged to take courses in these fields. The Isham Infirmary will be open with regular Academy doctor and trained nurse in attendance.

Daily assemblies, which all boys will be required to attend, wi be devoted to a discussion of America's position in the world today. Through lecture and open forum discussion, they will dea with such problems as the origin and nature of the present crisis American relationships with her allies, and probable post-wa problems. Also all students will give one afternoon a week to wor on a school garden, on neighboring farms, or on the Academ grounds, thus making a direct contribution towards relieving national food and labor shortages.

The existence of a summer session makes it possible to giv boys planning to enter the regular course at Phillips Academy in the fall an opportunity to make the transition from previous schools more effectively. Summer study will give such students a valuable introduction to Andover methods, standards, and traditions. It will enable them to make up deficiencies in previous preparation and to prepare themselves more adequately to handle the work of the regular year. Younger boys will live in a separate dormitory and will have special athletic and residence supervision. Special courses in Arithmetic and English and individual advice on methods of study and organization of time will be given.

The Summer Session also offers courses in Speech Correction and Reading Training for boys of good academic ability who stutter or have insufficient skill in reading. These courses must be limited to a small number of students who will be given individual and group instruction by trained teachers working under the direction of Dr. Gallagher, school physician, and Dr. Edwin M Cole, of Boston. The fee for these courses will be four hundred dollars, which includes the full tuition for the Summer Session.

The Summer Session publishes its own catalogue, which will be sent upon request. All inquiries should be addressed to the Director, Andover Summer Session, Phillips Academy, Andover, Massachusetts.

ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

Douglas Swain Byers, A.M., *Director*

Frederick Johnson, B.S., *Curator*

Alfred Vincent Kidder, Ph.D., *Research Associate in Southwestern Archaeology*

Evelyn Willett, *Secretary and Librarian*

The Robert S. Peabody Foundation for Archaeology, established in 1901 by Robert Singleton Peabody, Class of 1857, provides a fund for the maintenance of research in archaeology and for the museum which was opened in 1903. The Foundation has carried on extensive archaeological research in the southeastern states and the Southwest and is continuing such work in New England.

The recently remodelled exhibition halls contain collections from the mounds of the Southeast and the Ohio Valley as well as from New England and from the Southwest. A decorative map of North America by Mr. Stuart Travis, which gives information as to the main culture areas of the continent, is mounted on the stairway. A model of an Indian village in Andover and a model of a portion of the Pueblo of Pecos in New Mexico are also to be seen.

The Foundation offers a two-hour elective course dealing with the life of the Indians and the pre-history of North America, and a two-hour elective course on map reading and geography.

A library, open to all, offers an opportunity for reading and research in the varied phases of aboriginal American life.

The publications of the Foundation include the following:

Bulletins

1. The Exploration of Jacobs Cavern, 1904.

2. The Gorgets, 1906.
3. A Narrative of Exploration in New Mexico, Arizona, Indian etc., 1905.
4. The Exploration of Bushey Cavern near Cavetown, Md.; an Fort Ancient: the Great Prehistoric Earthwork of Warre County, Ohio, 1908.
5. Certain Peculiar Earthworks near Andover, Mass., 1912.
6. Hematite Implements of the United States, 1912.

The Archaeology of Maine, by Warren K. Moorehead, 1922

Archaeology of the Arkansas River Valley, by Warren K Moorehead, 1931.

Explorations of the Etowah Mounds, Georgia, by Warre K. Moorehead, 1932.

Papers of the Southwestern Expedition, Yale University Press

1. An Introduction to the Study of Southwestern Archaeology—with a Preliminary Account of the Excavations at Pecos, b A. V. Kidder, 1924.
2. Pueblo Pottery Making: a Study at the Village of San Ildefonso, by Carl E. Guthe, 1925.
3. The Pueblo of Jemez, by Elsie Clews Parsons, 1925.
4. The Indians of Pecos Pueblo: a Study of their Skeleta Remains, by Earnest A. Hooton, 1930.
5. The Pottery of Pecos. Volume I, The Dull-paint Wares, b A. V. Kidder and C. A. Amsden, 1931.
6. The Artifacts of Pecos, by A. V. Kidder, 1932.
7. The Pottery of Pecos. Volume II, Glazed Wares, by A. V. Kidder, and Anna O. Shepard, 1936.

Papers of the Robert S. Peabody Foundation

Vol. 1, No. 1, Excavations on Martha's Vineyard, by Douglas S. Byers and Frederick Johnson, 1940.

Vol. 1, No. 2, The Indian Site on Grassy Island, by Frederick Johnson and others. (In preparation).

Vol. 11, The Boston Fishweir, by Frederick Johnson and others, 1942.

ADDISON GALLERY OF AMERICAN ART

Bartlett H. Hayes, Jr., *Director*
Anne P. Peabody, *Registrar*
Helen M. O'Brien, *Secretary*

Art Committee

Stephen C. Clark
Fred T. Murphy
Charles H. Sawyer
John M. Woolsey
Robert G. McIntyre, *Secretary*

The Addison Gallery of American Art was established in 1930, in memory of Mrs. Keturah Addison Cobb, "to enrich permanently the lives of the students of Phillips Academy, by helping to cultivate and foster in them a love for the beautiful." The original gift included important objects of American art with endowment for the maintenance and operation of the building, and a fund for additional purchases.

It is the aim of the Addison Gallery to serve as a laboratory where students in Phillips Academy, and outside visitors, may develop their cultural interests and hobbies. To this end, frequent loan exhibitions are held throughout the year. Some are directly related to the courses in the school curriculum; others are of general interest. The introductory courses in Art and Drawing and Painting are held in the Gallery, which is also the center of voluntary work during the Activities Period. Closer correlation with other courses is being sought through the collection and circulation of material for classroom exhibitions. The museum building is fully equipped for exhibition and museum purposes.

In addition to its activities as a part of Phillips Academy, th Addison Gallery is always open to the general public and conducts an educational program in connection with schools an organizations in the neighboring communities.

The nucleus of the present collection of American paintings wa presented to Phillips Academy in 1928 by several friends of th school. The collection, now including over one thousand items is recognized as among the outstanding specialized collections i the country. Smibert, West, Stuart, Allston, Morse, and Trumbul represent the Colonial period. Of especial importance among th many paintings of the nineteenth century are several examples b Homer, Ryder, Eakins, Whistler, Sargent, Thayer, and Twachtman. The early part of the present century is shown in the work o Hassam, Metcalf, Brush, Davies, Prendergast, Bellows, and Henri. Recent acquisitions of contemporary paintings, prints, an drawings complete an exceptionally well-balanced collection.

Models of American ships, built to uniform scale, are also installed in the Addison Gallery. This collection forms a comprehensive survey of American shipping in the sailing era, with a few examples from the present day. In addition to a permanen collection of American silver, selections of furniture, glass, an silver of the Colonial period from the Mabel Brady Garvan Institute at Yale University are on permanent exhibition.

PRIZES

The following prizes are open for competition in each academic year.

ENGLISH

DRAPER PRIZES

For declamation. Twenty dollars and fifteen dollars. Founded (1878) by Warren F. Draper, class of 1843, (sustained since 1867).

MEANS PRIZES

For declamation of original essays. Twenty dollars, ten dollars, and five dollars. Founded (1879) by William G. Means, of Andover, (sustained since 1868).

ROBINSON PRIZES

For debating between a team of the Philomathean Society and one chosen from the rest of the school, or between two teams chosen by the Philomathean Society. Forty-five dollars to the winning team. Founded (1910) by Henry S. Robinson, of Andover, (sustained since 1896).

SCHWEPPE PRIZES

In English. Open to Senior and Upper Middle Classes. Thirty dollars and twenty dollars. Sustained by the late Charles H. Schweppe, class of 1898, from 1912 to 1941; since then by his daughter, Jean Schweppe Armour, and his son, John S. Schweppe.

GOODHUE PRIZES

In English literature and composition, including the more practical topics of elementary rhetoric. Open to Senior and Upper Middle Classes. Ten dollars and five dollars. Founded (1936) by the family of Francis A. Goodhue, of Andover, in memory of his devotion to Phillips Academy, (sustained since 1916).

CHARLES C. CLOUGH PRIZE

For an essay by a Senior on an assigned literary subject. Twenty dollars. Founded (1923) by friends of Charles C. Clough, class of 1906, in memory of his interest in literary studies and his devotion to Phillips Academy.

STEPHEN S. LANGLEY PRIZE

For an essay by a Senior on Charles Dickens. Eight dollars. Founded (1927) by Stephen S. Langley, class of 1863.

ARTHUR W. LEONARD PRIZES

For declamation of original essays. Ten dollars, six dollars, and four dollars. Open only to Juniors and Lower Middlers. Sustained (since 1942) by the Headmaster in memory of the late Arthur W. Leonard, Head of the English Department.

CARR PRIZES

For skill in oral English. Ten dollars, six dollars, and four dollars. Open only to Juniors and Lower Middlers. Sustained (beginning 1943) by Mrs. Donald Eaton Carr.

CLASSICAL LANGUAGES

JOSEPH COOK PRIZES

In Greek. Examination in Homer, including translation at sight and questions on grammar and antiquities suggested by the passage set. Fifteen dollars, ten dollars, and five dollars. Founded (1879) by Joseph Cook, LL.D., class of 1857.

WILLIAM N. WEIR PRIZE

In New Testament Greek. Thirty-five dollars. Founded (1928) by Rev. William N. Weir, class of 1895.

DOVE PRIZES

In Latin. Open to Seniors. Twenty dollars, ten dollars, and five dollars. Founded (1915) by George W. W. Dove, class of 1853, (sustained since 1880).

REVEREND ALFRED JOHNSON PRIZE

In Greek composition. Ten dollars. Founded (1932) by Alfred Johnson, class of 1890, in memory of the Reverend Alfred Johnson, a graduate of Dartmouth College, class of 1875, (sustained since 1924).

VALPEY PRIZES

In Latin composition. Ten dollars.
In Greek composition. Ten dollars.
Open to the Upper Middle Class. Founded (1896) by Rev. Thomas G. Valpey, class of 1854.

ALLEN ROGERS BENNER PRIZE

For excellence in first-year Greek. Twenty-five dollars. Sustained (since 1939) by the Alpha Gamma Chi Society in honor of Allen Rogers Benner, class of 1888, for forty-six years Professor of Greek in Phillips Academy.

GERMAN

ROBERT STEVENSON PRIZE

In German composition. Ten dollars. Open to the Senior and Upper Middle Classes. Founded (1904) by Robert Stevenson, Jr., class of 1896, in memory of his father.

JOHN AIKEN PRIZES

In German. Open to the Senior and Upper Middle Classes. Twenty dollars and ten dollars. Sustained (since 1913) by a member of the class of 1873 in memory of John Aiken, trustee of Phillips Academy, 1844-1863, and president of the Board, 1854-1857.

FRENCH

FREDERICK HOLKINS TAYLOR PRIZES

In French conversation or French composition. Fifteen dollars and ten dollars. Founded in part (1909) by a member of the class of 1868 in memory of Frederick Holkins Taylor of that class, son of Professor John L. Taylor, treasurer of Phillips Academy, 1852-1868.

HISTORY

LLOYD W. SMITH PRIZE

In American History before 1860. Fifty dollars. Sustained (since 1924) by Lloyd W. Smith, class of 1892.

CHARLES ELLIOTT PERKINS PRIZE

In American History since 1860. Fifty dollars. Sustained (since 1927) by Mrs. William Hooper in memory of her father, Charles Elliott Perkins, of Burlington, Iowa.

HAYMOND PRIZE

In American History. Fifty dollars, or the equivalent in books on the Constitution. Awarded to an undergraduate taking the course in History of the United States for an essay on the Constitution of the United States. Established (1942) by Frank C. Haymond, in honor of his sons, William Stanley Haymond, 2nd, class of 1942, and Thomas Arnette Haymond, class of 1943.

GEORGE LAUDER PRIZE

n English History. Forty dollars. Founded (1916) by George auder in memory of his son, George Lauder, Jr., class of 1897, ustained since 1913).

MATHEMATICS

E. B. CONVERS PRIZES

n Plane Geometry. Awarded on the basis of an examination students in the Plane Geometry and Mathematics 3 courses. ifteen dollars and ten dollars. Founded (1898) by E. B. Convers, ass of 1857.

GEORGE T. EATON PRIZE

n Algebra. To that member of the Junior Class outstanding for roficiency in first-year Algebra. Twenty dollars. Sustained ince 1938) by Thaxter Eaton, class of 1904, in memory of his ther, George T. Eaton, class of 1873, for fifty years Instructor in athematics.

JOHN REESE STEVENSON PRIZES

or Elementary Algebra and Plane Geometry. Awarded to a student in Mathematics 3 on the basis of an examination. Seventyve dollars and twenty-five dollars. Sustained (since 1940) by hn A. Stevenson of Bryn Mawr, Pennsylvania.

MATTHEW S. McCURDY PRIZES

n Trigonometry and Solid Geometry. For Seniors. Awarded n the basis of class-room work and an examination. Twenty ollars and fifteen dollars. Founded (1940) by the family of the te Matthew S. McCurdy in memory of his connection with hillips Academy as Instructor in Mathematics, from 1873 to 921.

SCIENCES

WADSWORTH PRIZE

In Physics. To the student holding the highest rank in Physics for the year. Ten dollars. Sustained (since 1900) by William S. Wadsworth, M.D., class of 1887.

DALTON PRIZE

In Chemistry. To the student holding the highest rank in Chemistry for the year. Thirty-five dollars. Founded (1915) by Frederick Goodrich Crane, of Dalton, Massachusetts, class of 1884, trustee of Phillips Academy, 1912-1923.

OTHNIEL C. MARSH PRIZE

In Biology. To the student in the school who has been outstanding in interest and attainment in the Biological Sciences. Twenty-five dollars. Sustained (since 1936) by the Headmaster in memory of Othniel C. Marsh, class of 1851, one of the great paleontologists of his day.

MUSIC

CHARLES CUTTER PRIZE

For the playing of orchestral, especially stringed, instruments. Thirty-five dollars. Founded (1925) by Rev. C. F. Cutter, class of 1871, in memory of his father, Charles Cutter, class of 1840.

FRANK VAN DER STUCKEN PRIZE

For playing the organ or the piano. Twenty-five dollars. Sustained (since 1930) by Dirk H. van der Stucken in memory of his father.

PRIZE FOR PROFICIENCY IN PIANO-FORTE PLAYING

Ten dollars. Sustained (since 1934) by an anonymous donor.

ART

THE MORSE PRIZE

o the student who best combines native creative ability with raftsmanship, as evidenced in a developed personal style. Twenty-ve dollars. Sustained (from 1932) and founded (1942) by Winow Ames, class of 1925, in honor of Samuel Finley Breese Morse, lass of 1805.

THE THOMPSON PRIZE

or improvement in drawing and painting. Given in memory of ugustus Porter Thompson, 3rd, class of 1928. Twenty-five ollars.

ADDISON GALLERY ASSOCIATES PRIZE

or a student who has distinguished himself in art as well as other activities. Twenty-five dollars. Sustained (since 1941) y the Addison Gallery Associates.

NAVIGATION

JOHN REESE STEVENSON PRIZE

or excellence in the field of Navigation. Fifty dollars. Sustained for the duration of the war emergency) by John A. Stevenson of ryn Mawr, Pennsylvania.

OTHER PRIZES

FACULTY PRIZE

or the Senior graduating with the highest average in scholarship. ne hundred dollars. Founded (1923) by Sanford H. E. Freund, lass of 1897, (sustained since 1912).

FULLER PRIZE

Awarded to that member of the Senior Class who, having been Andover not less than two years, has best exemplified and uphe in his life and work at Andover the ideals and traditions of th school. A gold medal. Sustained (since 1912) by Samuel Lest Fuller, class of 1894.

IMPROVEMENT PRIZE

For the Senior who, having been at Andover not less than thr years, has shown the greatest general improvement. Fifty dolla

THE YALE CUP

Awarded to that member of the Senior Class who has attained th highest proficiency in scholarship and athletics.

FEDERATION OF HARVARD CLUBS PRIZE

For a member of the Upper Middle Class, preparing for colleg to be recommended by the Headmaster and Faculty for hig scholarship and character. A book. Awarded (since 1911) by th Harvard Club of Andover.

HEADMASTER'S PRIZE

Awarded to that member of the Senior Class who exhibits mo fully the qualities of coöperation and leadership. Fifty dolla Sustained since 1933.

ROGER C. SULLIVAN PRIZES

Four prizes, of $200 each, awarded in the fall to those members the Senior, Upper Middle, Lower Middle, and Junior Classes wh made the greatest improvement in scholarship during the previo school year. Founded (1921) by Boetius H. Sullivan, class of 190 in memory of his father, Roger C. Sullivan.

JOHN P. HOPKINS PRIZE

o be divided among those students who have received no de- erit, absence, or tardy marks, excused or unexcused, during e year. Two hundred dollars. Founded (1921) by Boetius H. llivan, class of 1905, in memory of John P. Hopkins.

BUTLER-THWING PRIZE

or the member of the Junior Class with highest marks in entrance aminations. Fifteen dollars. Founded (1918) by Capt. Francis tler-Thwing, class of 1909.

THE PHILLIPIAN PRIZE

or outstanding service rendered to the *Phillipian*. Thirty dollars. ounded (1931) by James Q. Newton, class of 1929, and Business anager of the *Phillipian* during his senior year.

THE CECIL K. BANCROFT PRIZE

or a self-supporting student whose performance has been most aiseworthy, taking into account scholarship, amount of self- lp, and observance of rules, regulations, and ethics governing ese activities. Twenty-five dollars. Awarded (since 1934) by e Headmaster, on recommendation of the Bureau of Self-Help.

THE AURELIAN HONOR SOCIETY PRIZE

o be awarded each year to that member of the graduating class ho, in the opinion of the Faculty and his classmates, is outstand- g in sterling character, high scholarship, and forceful leader- ip. A cup. Established 1935.

OTE—The dates given above are those of the years in which the several prizes, as sustained or founded, were first awarded.

GENERAL SCHOLARSHIP FUNDS

Scholarships are provided by the Trustees from the income o the following funds:

Hon. William Phillips (1795; 1804)	$ 4,633.33
Students' Educational Fund, begun with a gift of one hundred dollars from the Senior Class of 1854. Since then increased by the accumulation of income and by other gifts, including one of $1000 from Edward Taylor, treasurer 1868-1889	7,762.64
Farrar (1865). Samuel Farrar, treasurer of Phillips Academy, 1808 to 1840. (A part of this fund is for other purposes.)	22,000.00
Clarke (1870). James G. Clarke, class of 1837, in memory of his mother, Jane Aiken Clarke	1,200.00
Peter Smith Byers (1878). John Byers, class of 1844, in memory of his brother, of the class of 1847. For boys from Andover	500.00
Class of 1878 (1878)	1,200.00
Jonathan Taylor (1878). Edward Taylor, treasurer of Phillips Academy, 1868-1889, in memory of his father. For boys from Andover	1,000.00
French (1879). Hiram W. French, of Andover	1,000.00
Caroline Parker Taylor (1880). Mrs. Alpheus Hardy, in memory of the wife of Dr. Samuel H. Taylor, principal of Phillips Academy, 1838-1871.	1,000.00
Gerard Sumner Wiggin (1882). Lady Elizabeth Sumner Buckley-Mathew Fleming, in memory of her son, of the class of 1875	1,000.00

tone Educational Fund (1882). Mrs. Valeria G. Stone of Malden	26,400.00
ichards (1889). Mrs. Mary A. Richards, of Andover, in memory of her sons, Charles Thomas Richards, assistant in the treasurer's office, and Edward Stanley Richards, class of 1875	1,450.14
Varren F. Draper (1890). Warren F. Draper, class of 1843	1,000.00
harles L. Flint (1890). Charles L. Flint, class of 1841. Preference to boys from Middleton, Mass.	5,000.00
Ienry P. Haven (1890). Henry P. Haven, of New London, Conn.	1,000.00
mma Lane Smyth (1890). Gov. Frederick Smyth of New Hampshire, class of 1839, in memory of his wife	1,000.00
ames and Persis Taylor (1890). Mrs. Mary E. Fairbanks, sister of Dr. Samuel H. Taylor, in memory of her father and mother	1,000.00
owe (1892). Joseph Dowe, class of 1817	3,097.98
ames Calvin Taylor (1895). Mrs. Mary E. Fairbanks, in memory of her brother, of the class of 1840	1,000.00
ary W. Holbrook (1900). Mary W. Holbrook	500.00
arter (1906). Mrs. Ruby A. Carter, of Andover, in memory of her husband and daughter	1,500.00
Ierman Verhoeff Hartwell (1907; 1926). Mr. and Mrs. Frank W. Hartwell, in memory of their son, of the class of 1908	5,000.00

George Ripley (1908). George Ripley, of Andover.	2,500.00
T. A. Holt (1909). T. Augustus Holt, of Andover. For boys from Andover	26,003.24
James Huntington (1910; 1931). The widow and daughter of James Huntington, class of 1848	2,000.00
Allan Morse Penfield (1913). Allan Morse Penfield, class of 1904	1,000.00
George B. Knapp (1914). Katharine Knapp, in memory of her brother, George B. Knapp, trustee of Phillips Academy, 1899-1919	5,000.00
Thomas A. Emerson (1917). Rev. Thomas A. Emerson, class of 1859, and Mrs. Emerson	2,000.00
Harriet L. Erving (1922). Miss Harriet L. Erving, of Andover, for thirty years assistant in the treasurer's office.	1,500.00
Frank Butler Walker (1923). Mrs. Mary C. B. Walker, in memory of her son, of the class of 1889.	1,425.00
Abraham B. Coffin (1924). Abraham B. Coffin, class of 1852	2,000.00
Samuel M. Evans (1922). Samuel M. Evans, class of 1887. (A part of the fund is for other purposes.)	2,000.00
Amasa J. Whiting (1927). Mrs. May C. W. Speare, in memory of her father, Amasa J. Whiting	2,515.65
James H. Haste (1930; 1933). James H. Haste, class of 1894	170,923.69
Henry Waldo Greenough (1931). Henry W. Greenough, class of 1889	2,000.00

Moncrieff M. Cochran (1932). Moncrieff M. Cochran, class of 1900	2,500.00
Bancroft (1933). Cecil K. Bancroft, class of 1887, Registrar 1906-1932, in memory of his father, Dr. Cecil F. P. Bancroft, eighth principal of Phillips Academy	2,000.00
Osgood Johnson (1937). Helen O. Sprague, in memory of her grandfather and father. For New England-born students	500.00
David and Lucy Hayward Shaw Fund (1939). David and Lucy Hayward Shaw. Preference to boys from Andover	10,000.00

SPECIAL SCHOLARSHIP FUNDS

John Cornell (1894). John Cornell. For boys from Andover, recommended by the School Committee of Andover	5,000.00
Robert Henry Coleman (1919). Mrs. John Coleman, in memory of her son, Lieut. Robert Henry Coleman, class of 1912, who died in the military service of the United States, 1918	6,000.00

"The income is awarded annually at the end of his Junior year to a student of limited means, who, in the judgment of the Headmaster, has displayed the most promise of maintaining the highest standard of worth, measured by character, scholarship, and general influence in the school."

George Xavier McLanahan (1919). His mother and sister, in memory of George Xavier McLanahan,

class of 1892 "The income is used annually for the assistance of a worthy student or students, of limited means."	10,000.00
Gordon Ferguson Allen (1920). "Friends of the school," in memory of Gordon Ferguson Allen "The income is awarded annually to a deserving student of character and promise and of limited means."	5,000.00
Rev. William Henry and Ellen Cary Haskell (1920). Rev. William Henry Haskell, class of 1856, and his five sons, classes of 1883, 1888, 1890, and 1895 "The income is used annually in aiding a needy and deserving student to meet the regular expenses of the school."	3,000.00
Charles C. Clough (1923). Classmates and friends at Princeton of Charles C. Clough, class of 1906 "The income is awarded annually on recommendation of the Senior Class to that member of the Upper Middle Class who is of limited means, and who most embodies those qualities of manliness, loyalty, cheerfulness, high purpose, and clean living which were conspicuous in the character of him in whose memory this scholarship was established."	5,000.00
Frank Dale Warren (1925). Frank Dale Warren, Jr., class of 1915, in memory of his father, of the class of 1879 "The income is awarded annually to that member of the Senior Class preparing to enter Amherst College who, on the basis of character and scholarship, is deemed most deserving of the award by the faculty."	1,000.00

Alfred Howlett Durston (1926). Marshall H. Durston, class of 1900, in memory of his brother, of the class of 1897.................................... 5,000.00

"The income is awarded annually to a student of limited means who, in the judgment of the Headmaster, embodies the best ideals of student life, scholarship, character, and influence."

Smith Lewis Multer, Jr. (1926). Smith Lewis Multer, in memory of his son, of the class of 1923............ 5,000.00

"The income is awarded annually at the close of his Upper Middle year to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholarship and qualities of leadership and wholesome influence in the general activities of the school."

Class of 1871. Andover-Harvard (1928, sustained since 1912). Henry S. Van Duzer, class of 1871. (A part of this fund is for a College Freshman scholarship).. 12,500.00

"The income is awarded annually on the basis of high scholarship to a member of the incoming Senior Class who is preparing for Harvard, the award to be announced at the close of the student's Upper Middle year on the basis of his record up to that time."

Class of 1871. Harvard-Andover. "The income is available for a graduate of Phillips Academy during his freshman year in Harvard College, the award, based on high scholarship, to be announced at the close of the recipient's Senior year in the school."

William Thompson Reed Memorial (1930). His father and mother and members of his family, in

memory of William Thompson Reed, class of 1929. 11,100.00
"The income is awarded annually to a student of character and promise at the beginning of his Senior year."

Schuyler Bussing Serviss Memorial (1936). Mrs. Charlotte B. Serviss, in memory of her son, a member of the class of 1898.............................. 5,000.00

Augustus Porter Thompson (1943). Mrs. Augustus P. Thompson, of Andover, in memory of her husband, the late Augustus P. Thompson, class of 1892. 5,000.00
"The income is awarded annually to a boy who, in the judgment of the Headmaster, is outstanding in intelligence and character."

The following scholarships are sustained by regular annual gifts, or by a single gift:

George Webster Otis (1920). Joseph Edward Otis, class of 1888, and Mrs. Otis, in memory of their son, Lieut. George Webster Otis, class of 1914, who died in the military service of the United States, 1918..... 250.00
"Awarded to a student who, in the judgment of the Headmaster, combines the qualities of sound character and high ambition."

Society of Inquiry (1934)........................ 400.00
"Two awards of $200 each, to two deserving students, nominated by the Headmaster, who have attended Phillips Academy for at least one year."

Amherst College (1935)........................ 400.00
An annual award, granted on the basis of scholarship, character, and need, and on the nomination of

the Headmaster, to a graduate of Phillips Academy entering Amherst; to be held for four years, or as long as the recipient maintains an average of eighty per cent or better.

de Long (1938). Mrs. George Bowen de Long of New York City.. 1,000.00
Two scholarships, of $500 each, to be held during their Freshman year at Princeton University by graduates of Phillips Academy, who have been nominated by the Headmaster on grounds of "scholarship, character, and qualities of leadership, as well as the degree of their need of assistance."

Yale University (1938). Anonymous............. 1,000.00
"Awarded to a candidate selected by the Freshman Scholarship Committee at Yale, the choice to be made on the basis of a candidate's school record, his special scholarship qualifying examination, his character and personality, his capacity for leadership, his promise of future usefulness, and his financial need."

Ralph Tipton Davis Memorial (1939). The Class of 1904, Princeton University, in memory of Ralph Tipton Davis, of the Class of 1904, Princeton University, and of the Class of 1900, Phillips Academy. 600.00
"Awarded to a student from Phillips Academy in his Freshman year at Princeton University, who is chosen by the Headmaster and Faculty of Phillips Academy because of his definite need for financial aid, scholarship, ideals, character, personality, and achievement in extra-curricular activities."

ALAN FOX (1942). Joseph C. Fox of the class of 1934 in memory of his father, the late Alan Fox of the class of 1899	1,200.00

"To be awarded annually in the sum of twelve hundred dollars to a student preparing for Yale University who is in need of financial aid and who, in the opinion of the Headmaster, combines those qualities of high intelligence and deep human understanding with marked athletic ability in such a manner as to make him the outstanding person in the eyes of the Faculty and students of Phillips Academy that was the man in whose memory this scholarship is given."

AWARD OF PRIZES AND SPECIAL SCHOLARSHIPS

1941-1942

DRAPER PRIZES

1. Rowland Paull McKinley, Jr., Paoli, Penna.
2. Roger H. V. C. Morgan, London, England

MEANS PRIZES

1. Roger H. V. C. Morgan, London, England
2. Ivan Ira Morris, New York, N. Y.
3. William Edward Jackson, Chicago, Ill.

ROBINSON PRIZES

Ivan Ira Morris, New York, N. Y.
Eugene Ernest Pantzer, 3d, Sheboygan, Wis.
Thomas Vincent Sullivan, Andover

ARTHUR W. LEONARD PRIZES

1. John Paul Manship, New York, N. Y.
2. Lawrence Cutting Dalley, New York, N. Y.
3. Frederick Sanford Pratt, 2d, Chestnut Hill

SCHWEPPE PRIZES

1. Sidney Stevens Lamb, Stanstead, Quebec, Canada
2. Russell Hinckley Lord, Jr., Andover

GOODHUE PRIZES

1. Robert Baker Donworth, Jr., Pittsburgh, Penna.
2. Elliott Evans Vose, Clayton, Mo.

Honorable Mention:
Richard McCurdy Ames, Old Lyme, Conn.

JOSEPH COOK PRIZES

1. Noel Marshall Seeburg, Jr., Chicago, Ill.
2. Richard Wiley Thickens, Menasha, Wis.
3. John Gregory Smith, St. Albans, Vt.

WILLIAM N. WEIR PRIZE

Noel Marshall Seeburg, Jr., Chicago, Ill.

ALLEN ROGERS BENNER PRIZE

William Stanley Haymond, 2d, Fairmont, W. Va.

DOVE PRIZES

1. Eugene Ernest Pantzer, 3d, Sheboygan, Wis.
2. Thomas Everett Huser, Jr., Scarsdale, N. Y.
3. Lucius Horatio Biglow, Jr., Old Lyme, Conn.

DEPARTMENT OF LATIN PRIZES

Latin 3:

Eugene Ernest Pantzer, 3d, Sheboygan, Wis.
Christopher John Eatough, Woking, Surrey, England

Latin 2 and 1:

Paul Chandler Matthews, Scarsdale, N. Y.
Elihu Lauterpaucht, Riverdale, N. Y.

VALPEY CLASSICAL PRIZES

In Latin: Allen McCormick Kaufman, Larchmont, N. Y.
In Greek: William Lawrence Phelan, Fall River

E. B. CONVERS PRIZES

1. John Lischer French, Davenport, Iowa
2. Allen McGill Daley, Jeffersonville, Ind.

JOHN REESE STEVENSON PRIZES

1. Oswald Swinney Lowsley, Jr., New York, N. Y.
2. Allen McGill Daley, Jeffersonville, Ind.

GEORGE T. EATON PRIZE

Peter Bulkely Baker, Grosse Pointe, Mich.

MATTHEW S. MCCURDY PRIZES

1. Orwin Bradford Griffin, Jr., Litchfield, Conn.
2. Benjamin Glanton Calder, Bronxville, N. Y.

RENSSELAER MEDAL

Paul Barton Sawyer, West Newton

ROBERT STEVENSON PRIZE

Frederick Hermann Sontag, New York, N. Y.

JOHN AIKEN PRIZES

1. Eugene Ernest Pantzer, 3d, Sheboygan, Wis.
2. Paul Barton Sawyer, West Newton

FREDERIC HOLKINS TAYLOR PRIZES

1. Alexander Dominic Loveday, Princeton, N. J.
2. Thomas Tudor Loveday, Princeton, N. J.

WILLIAM S. WADSWORTH PRIZE

Eugene Irving Blount, Winchester

DALTON PRIZE

Paul Barton Sawyer, West Newton

OTHNIEL C. MARSH PRIZE

Edward Charles Troupin, Brookline

GEORGE LAUDER PRIZE

Eugene Irving Blount, Winchester

LLOYD W. SMITH PRIZE

Bernard Gregory Palitz, Mamaroneck, N. Y.

CHARLES ELLIOTT PERKINS PRIZE

Bernard Gregory Palitz, Mamaroneck, N. Y.

PHILOSOPHY PRIZE

Ivan Ira Morris, New York, N. Y.

CHARLES CUTTER PRIZE

Edward Charles Troupin, Brookline

FRANK VAN DER STUCKEN PRIZES

1. Richard McCurdy Ames, Old Lyme, Conn.
2. Jurgen Michael Honig, Monteagle, Tenn.

PRIZE FOR PROFICIENCY IN PIANO PLAYING

Richard McCurdy Ames, Old Lyme, Conn.

MUSIC BOOK PRIZE

Jack Taylor, New York, N. Y.

MORSE PRIZE

Donald Graham Outerbridge, St. Georges', Bermuda

THOMPSON PRIZE

Samuel Stevens Rogers, Newton Centre

ADDISON GALLERY ASSOCIATES PRIZE

George Upson Warren, Greenwich, Conn.

BUTLER THWING PRIZE

Atchibald Cary Coolidge, Jr., Lakeville, Conn.
Henry Coddington Meyer, 4th, New York, N. Y.

JOHN P. HOPKINS PRIZE

Divided among:

Frederick Wildes Adams, Jr., Pittsburgh, Penna.
John Robert Ashburn, Andover
Wallace Houston Bell, Andover
Warren Harding Bell, Andover
Robert Paul Blume, Pittsburgh, Penna.
Francis Brown, Jr., Salem
Lincoln Dufton Clark, Andover
Allen McGill Daley, Louisville, Ky.
Benjamin Harden Gaylord, Honolulu, Hawaii
Leslie Raymond Hadley, Ballardvale
Robert Phillips Hatch, Fairfield, Conn.
Chester Taylor Jenkins, Andover
Rand Carleton Johnson, Louisville, Ky.
John Wilson Kellett, Methuen
Warren Arthur Lewis, Andover
Russell Hinckley Lord, Jr., Andover
Frederick Roberts Payne, Marblehead
O. Stanley Porter, Jr., Shrewsbury
Paul Barton Sawyer, West Newton
Edwin Hallett Tebbetts, Waban
Gerard North Twomey, Andover
Herbert Hawkes Upton, Jr., Ann Arbor, Mich.

ROGER C. SULLIVAN PRIZES

Senior—Orwin Bradford Griffin, Jr., Litchfield, Conn.
Upper Middle—Eugene Ernest Pantzer, 3d, Sheboygan, Wis.
Lower Middle—Cornelius George Niebank, Jr., Jamestown, N.Y.
Junior—Henry Dean Quinby, 3d, Rochester, N. Y.

THE PHILLIPIAN PRIZE

Norman Whitton Barrett, Claremont, Calif.

THE CECIL K. BANCROFT PRIZE

Edward Foord, Litchfield, Conn.

THE NEW ENGLAND FEDERATION OF HARVARD CLUBS PRIZE

Allen McGill Daley, Jeffersonville, Ind.

THE AURELIAN HONOR SOCIETY PRIZE

Elliott Evans Vose, Clayton, Mo.

MERIT CUP

James McMahon, Andover

FACULTY PRIZE

Lincoln Dufton Clark, Andover

FULLER PRIZE

Robert Ayres Furman, Newark, N. J.

HEADMASTER'S PRIZE

John Selmes Greenway, Williams, Arizona

IMPROVEMENT PRIZE

William Stanley Haymond, 2d, Fairmont, W. Va.

YALE CUP

Elliott Evans Vose, Clayton, Mo.

JAMES GREENLEAF FULLER MEMORIAL SCHOLARSHIP

Frank McCord Eccles, Flushing, N. Y.

ROBERT HENRY COLEMAN MEMORIAL SCHOLARSHIP

Dozier Nelson Fields, Jr., Islip, N. Y.

GEORGE WEBSTER OTIS SCHOLARSHIP

Harold John Ellis, Jr., Andover

GEORGE XAVIER MCLANAHAN MEMORIAL SCHOLARSHIP

ivided between:
Daniel Thuering Carroll, Burlington, Vt.
Peter Bulkely Baker, Grosse Pointe, Mich.

JOHN CORNELL SCHOLARSHIP

Alfred Gilbert Harris, Andover

GORDON FERGUSON ALLEN MEMORIAL SCHOLARSHIP

Ian Seaton Pemberton, New York, N. Y.

EV. WILLIAM HENRY AND ELLEN CARY HASKELL SCHOLARSHIP

John Wilson Kellett, Methuen

ALFRED HOWLETT DURSTON SCHOLARSHIP

John Butler Snook, Upper Montclair, N. J.

WILLIAM THOMPSON REED SCHOLARSHIP

David Ross Toll, Chevy Chase, Md.

SCHUYLER BUSSING SERVISS MEMORIAL SCHOLARSHIP

Robert Harland Northup, Bridgewater

SOCIETY OF INQUIRY SCHOLARSHIPS

Carleton Stevens Coon, Jr., Wakefield
Herbert Hawkes Upton, Jr., Ann Arbor, Mich.

ALAN FOX SCHOLARSHIP

Henry Richard Duden, Englewood, N. J.

ANDOVER-HARVARD SCHOLARSHIP

Paul Chandler Matthews, Jr., Scarsdale, N. Y.

HARVARD-ANDOVER SCHOLARSHIP

Bernard Charles Welch, Wellesley Hills

HARVARD COLLEGE NATIONAL SCHOLARSHIP

Lincoln Dufton Clark, Andover

FRANK DALE WARREN SCHOLARSHIP

Jurgen Michael Honig, Monteagle, Tenn.

AMHERST COLLEGE SCHOLARSHIP

Gerard North Twomey, Andover

ANDOVER—ANONYMOUS SCHOLARSHIP AT YALE UNIVERSITY

David Chavchavadze, Wellfleet

YALE-ANDOVER SCHOLARSHIP

Oliver Sawyer Hallett, Greenwich, Conn.

YALE-ANDOVER HONORARY SCHOLARSHIP

Benjamin Glanton Calder, Bronxville, N. Y.

DELONG SCHOLARSHIPS

William Alexander Adams, Jr., Shanghai, China
Rowland Paull McKinley, Jr., Paoli, Penna.

RALPH TIPTON DAVIS MEMORIAL SCHOLARSHIP

James McMahon, Andover

UNIVERSITY SCHOLARSHIP (PRINCETON)

Calvin Howell Phillips, Wyoming, Penna.

SPECIAL MENTION FOR DISTINGUISHED SCHOLARSHIP DURING THE SENIOR YEAR—1941-1942

BIOLOGY

Robert Kirkus Bancker
Lincoln Dufton Clark
Edward Foord
William Stanley Haymond, 2d
Edward Charles Troupin

CHEMISTRY

Paul Barton Sawyer

ENGLISH

Lincoln Dufton Clark
David Coleman Hessey
Addison Lane McGovern
Ivan Ira Morris
David Moxley
Edward Charles Troupin
Bernard Charles Welch

FRENCH

Lincoln Dufton Clark
William Stanley Haymond, 2d
Bernard Charles Welch

GERMAN

Orwin Bradford Griffin, Jr.
Addison Lane McGovern
Ivan Ira Morris
Bernard Charles Welch

GREEK

Noël Marshall Seeburg, Jr.

HISTORY

Lincoln Dufton Clark
Bernard Gregory Palitz
Bernard Charles Welch

MATHEMATICS

Benjamin Glanton Calder
Orwin Bradford Griffin, Jr.
William Forbes Mackenzie, Jr.
Hilary Herbert Micou, Jr.
Paul Barton Sawyer

MUSIC

Richard McCurdy Ames
William Sloane Coffin
Jürgen Michael Honig
William Lyon Phelps, 2d

PHYSICS

Robert Emmet Bunker Rogoski

SPANISH

Benjamin Glanton Calder
John Selmes Greenway
John Marshall Raymond, Jr.

CUM LAUDE SOCIETY

This society aims to bestow that recognition upon high scholarship in the preparatory schools which the Phi Beta Kappa Society gives to it in the colleges. A scholastic average of 81% is required for election.

These members of the class of 1942 were elected to membership in the *Cum Laude* Society on the basis of their superior scholarship in all subjects for their Senior year.

William Sprague Barnard
David Williams Brown
Benjamin Glanton Calder
David Chavchavadze
Lincoln Dufton Clark
William Sloane Coffin
Robert Henry Flato
Robert Ayres Furman
Orwin Bradford Griffin, Jr.
Robert Elliott Hall
William Stanley Haymond, 2d
Richard Martin Holsten, Jr.
Jürgen Michael Honig
Gilbert Dutton Kittredge
Wallace Charles Latour
Arthur Lo Presti
Russell Hinckley Lord, Jr.
Ivan Ira Morris
Bernard Gregory Palitz
John Marshall Raymond, Jr.
Philip Dunham Reed, Jr.
Robert Emmet Bunker Rogoski
Paul Barton Sawyer
Edward Charles Troupin
Gerard North Twomey
Elliott Evans Vose
Bernard Charles Welch

SCHOLARSHIP HONORS 1941-1942

Honors of the First Grade

Awarded to those who have no grade lower than 80 and a grade of at least 90 in half the number of hours.

SENIORS

L. D. Clark	3 terms	B. C. Welch	2 terms
I. I. Morris	2 terms		

UPPER MIDDLERS

P. C. Matthews, Jr.	3 terms

LOWER MIDDLERS

J. W. Bolton	1 term	W. Stevens	2 terms
T. C. McGowan	1 term		

JUNIORS

P. B. Baker	2 terms	J. P. Manship	1 term
J. P. Eastham	2 terms		

Honors of the Second Grade

Awarded to those who have an average of 85 and no grade lower than 70.

SENIORS

B. G. Calder	2 terms	I. I. Morris	1 term
D. Chavchavadze	1 term	B. G. Palitz	2 terms
R. A. Furman	1 term	R. E. B. Rogoski	1 term
O. B. Griffin, Jr.	1 term	P. B. Sawyer	2 terms
R. E. Hall	1 term	E. C. Troupin	2 terms
O. S. Hallett	1 term	G. N. Twomey	1 term

W. S. Haymond, 2d	2 terms	B. C. Welch	1 term
W. C. Latour	1 term		

UPPER MIDDLERS

E. I. Blount	2 terms	E. E. Pantzer, 3d	1 term
A. McG. Daley	3 terms		

LOWER MIDDLERS

C. S. Coon, Jr.	1 term	J. B. Snook	2 term
T. C. McGowan	2 terms	W. Stevens	1 term
I. S. Pemberton	2 terms	T. V. Sullivan	1 term
C. P. Sager	1 term	W. F. Torrance, Jr.	1 term

JUNIORS

P. B. Baker	1 term	J. W. Kellett	1 term
J. P. Eastham	1 term	J. P. Manship	1 term
D. N. Fields, Jr.	2 terms		

COLLEGES ENTERED BY THE CLASS OF 1942

Amherst	11
Boston University	1
Bowdoin	1
California Institute of Technology	1
University of Chicago	2
Columbia	4
Cornell	4
Dartmouth	2
Fordham	1
Georgia Institute of Technology	1
Harvard	39
Haverford	1
University of Kansas	1
Lehigh	1
Massachusetts Institute of Technology	10
University of Michigan	1
Northwestern	2
Princeton	25
Rice Institute	2
Stanford	1
University of Tennessee	1
University of Texas	1
Tufts	1
United States Coast Guard Academy	1
United States Military Academy	1
United States Naval Academy	1
Wesleyan	1
Williams	3
Yale	95
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STUDENTS 1942-1943

STUDENT COUNCIL

Seniors

Charles Granniss Arnold
Calvin Burrows
William Evan Chipman
Henry Richard Duden
Craig Philip Gilbert
Benjamin Avery Hammer
Thomas Arnette Haymond
Thomas Jerome Hudner, Jr.

Upper Middlers

John Reynolds Farrington
Charles Conyngham Gifford, Jr.
James Hay Hudner
James Ballentyne Tait, Jr.

Lower Middlers

Arthur Keefe Moher
Henry Pitt Warren, 3d

SENIORS

Adler, Richard Morris	*Birmingham, Ala.*
Ammen, David Lee	*Hopedale*
Anderson, David	*Roslyn, L. I., N. Y.*
Anderson, Donald Wallace	*Upper Montclair, N. J.*
Anderson, Frank Olaus, 2d	*Jamestown, N. Y.*
Arnold, Charles Granniss	*Waterbury, Conn.*
Asbury, Taylor	*Cincinnati, Ohio*
Baird, Richard Llewellyn	*Riverside, Conn.*
Baker, Ross Grady	*Houston, Texas*
Bates, Stephen D'Arcy	*Lancaster, Pa.*
Beck, Richard Nestel Doubleday	*New York, N. Y.*
Bennett, Winslow Wood	*Minneapolis, Minn.*

Bensley, Gordon Gilmore	*Summit, N. J.*
Berman, Donald Robert	*Lawrence*
Berne, John Henry	*Madeira, Ohio*
Bierer, Eugene Stanton	*Brooklyn, N. Y.*
Blount, Eugene Irving	*Winchester*
Bonn, John Joseph	*Mt. Kisco, N. Y.*
Book, John Cadillac	*Detroit, Mich.*
Botsch, Francis William	*Andover*
Brayton, John Summerfield, Jr.	*Fall River*
Brockie, Edward Simmons, Jr.	*Englewood, N. J.*
Brockway, Seth Norton	*Suffield, Conn.*
Brown, Francis, Jr.	*Salem*
Brown, James McEwen	*Haverhill*
Brown, Kenneth Leo	*Reading*
Budd, Stephen Edward, Jr.	*New York, N. Y.*
Burmeister, Ray Julius, Jr.	*Raleigh, W. Va.*
Burnham, James Herbert	*Lebanon, N. H.*
Burns, Donald Schofield	*Andover*
Burns, Donald Snow	*Brookline*
Burrows, Calvin	*Poquonock Bridge, Conn.*
Cahners, Walter James	*Bangor, Maine*
Calhoun, Alexander Dewey, Jr.	*Andover*
Carty, John Russell, Jr.	*Forest Hills, L. I., N. Y.*
Cheek, Warren Melvin	*Miami, Fla.*
Cherryman, Rexford Raymond	*Los Angeles, Calif.*
Chipman, William Evan	*Easton, Pa.*
Clark, Charles Newell	*Springfield*
Clark, George John, Jr.	*Springfield*
Clark, Jesse Redman, 3d	*Cincinnati, Ohio*
Clayton, Harold Edmund, Jr.	*Chelmsford*
Coello, Carlos Rafael	*Guayaquil, Ecuador, S. A.*
Coleman, William Anderson	*Nashua, N. H.*
Cote, Richard William	*Manchester, N. H.*
Coulson, Robert	*New York, N. Y.*
Cournand, Pierre Birel Rosset	*New York, N. Y.*
Crimmins, Peter Lalor	*New York, N. Y.*
Cross, Eason, Jr.	*Boston*
Curtin, Victor Thomas	*Methuen*
Daley, Allen McGill	*Swarthmore, Pa.*

Daley, Robert Lewis	*Dedham*
Davis, Kenneth Newton, Jr.	*Swampscott*
De Niord, Richard Newnham, Jr.	*Buffalo, N. Y.*
Devendorf, George Elbano	*Great Neck, L. I., N. Y.*
Doherty, John Howard	*Boston*
Drake, Philip Meurer	*Flushing, L. I., N. Y.*
Du Bois, Howard Theodore	*New York, N. Y.*
Duden, Henry Richard, Jr.	*Englewood, N. J.*
Dudley, John Minot	*Swampscott*
Duhrssen, Alfred, Jr.	*New Canaan, Conn.*
Earnshaw, Donald Van Arsdale	*Glendale, Ohio*
Eastham, William Eaton	*Andover*
Eccles, Frank McCord	*Washington, D. C.*
Eden, Bronson Beecher Tuttle	*Great Neck, L. I., N. Y.*
Estin, Peter George	*Brookline*
Fallon, John William, Jr.	*Lawrence*
Farnsworth, William Leffingwell	*New York, N. Y.*
Ferguson, Roy Cameron, Jr.	*Rockville, Conn.*
Finnegan, John Richard	*New York, N. Y.*
Fisher, John Chisholm	*Plainfield, N. J.*
Flynn, Joseph Hugh	*Bay Shore, L. I., N. Y.*
Gadebusch, Paul, 2d	*Summit, N. J.*
Gardner, David Lee	*St. Louis, Mo.*
Garrett, Robert Russell	*Lebanon, N. H.*
Giblin, Walter Michael, Jr.	*New York, N. Y.*
Gilbert, Craig Philip	*Woodmere, L. I., N. Y.*
Golding, Samuel Yale	*West Hartford, Conn.*
Goodrich, Hugh Robert	*Houston, Texas*
Griffith, William Chenoweth, Jr.	*Indianapolis, Ind.*
Hadley, Leslie Raymond	*Ballardvale*
Hall, Arthur Perry	*Chestnut Hill*
Hall, Harold Barry	*New York, N. Y.*
Hammer, Benjamin Avery	*Lincoln*
Harris, Leon A., Jr.	*Dallas, Texas*
Harshman, Richard Renville	*Englewood, N. J.*
Hartung, Richard Renwick, 2d	*Norfolk, Va.*
Harvey, Robert Tower	*Wellesley Hills*
Hayes, John Sanborn	*Haverhill*
Haymond, Thomas Arnette	*Fairmont, W. Va.*

Henningsen, Victor William, Jr.	*Pelham, N. Y.*
Herberich, Frederick David	*Akron, Ohio*
Herbst, Robert Fowler	*New Bedford*
Herron, Samuel Davidson, Jr.	*Sewickley, Pa.*
Hibbard, Foster Leonard	*Woodland, Maine*
Holbrook, George Thomas, Jr.	*Piedmont, Calif.*
Hoopes, David Barclay	*Derby, N. Y.*
Horton, Elliott, 3d	*Geneseo, N. Y.*
Houghteling, Joseph Gurney Cannon	*San Francisco, Calif.*
Hudner, Thomas Jerome, Jr.	*Fall River*
Irwin, Thomas Kilshaw, 2d	*St. Davids, Pa.*
Jackson, William Edward	*Chicago, Ill.*
Jordan, Freas Frederick	*Westport, Conn.*
Jordan, Robert	*Ubber Montclair, N. J.*
Jules, Laurie Everett	*West Acton*
Kaiser, Julian Stevens	*West Hartford, Conn.*
Keeler, Miner Spaulding, 2d	*Grand Rapids, Mich.*
Kelty, William Raycroft, Jr.	*Bound Brook, N. J.*
Kemp, Philip Sperry	*Denver, Colo.*
Kennedy, Grafton Sherwood, Jr.	*Watertown*
Kerns, Leonard Raymond, Jr.	*Chicago, Ill.*
Keyser, Campbell Dirck	*Morristown, N. J.*
Kiernan, Joseph Mortimer, Jr.	*Andover*
Lancaster, William Chase	*Washington, D. C.*
Lemmon, John Uhler, 3d	*Boston*
Lethbridge, George Maurice, Jr.	*Upper Montclair, N. J.*
Lewis, George Curtis, 3d	*Philadelphia, Pa.*
Lewis, Walter Harris, Jr.	*Huntington, W. Va.*
Lincoln, Henry Charlton	*Cambridge*
Lippman, William Jay	*New York, N. Y.*
Loveday, Alexander Dominic	*Princeton, N. J.*
Lowsley, Oswald Swinney, Jr.	*New York, N. Y.*
McChesney, John Downer Pennock	*Syracuse, N. Y.*
MacLaren, Stuart Pounder	*Gardner*
Macdonald, Robert Barrett	*Wollaston*
Mahony, Francis Ronan, Jr.	*Lowell*
Mahony, Gael Michael	*Boston*

Malcolm, John Gordon	*New York, N. Y.*
Marshall, Howard Walker, Jr.	*West Newton*
Matthews, Paul Chandler, Jr.	*Scarsdale, N. Y.*
Meagan, Cornelius Bernard, Jr.	*North Andover*
Mellor, Arthur Willard	*Great Neck, L. I., N. Y.*
Meryman, Richard Sumner, Jr.	*Dublin, N. H.*
Metcalf, John Trumbull, Jr.	*Burlington, Vt.*
Miller, Carlton Stone	*Providence, R. I.*
Montgomery, Robert Cornelius	*Stamford, Conn.*
Moore, Frederick Appel	*Waban*
Morris, John Harold, Jr.	*Jackson Heights, L. I., N. Y.*
Munro, James Stevenson, Jr.	*Newton Highlands*
Noble, Robert Edward, Jr.	*Adams*
Northrop, Stuart Johnston	*New Haven, Conn.*
Northup, Robert Harland	*Atlantic*
O'Leary, Richard Paul	*Worcester*
Ordeman, Richard Lee	*Westport, Conn.*
Owen, Harold Holmes, Jr.	*Concord, N. H.*
Pabst, William Frederick, Jr.	*Milwaukee, Wisc.*
Palmer, William Beresford, 3d	*Grosse Pointe, Mich.*
Pantzer, Eugene Ernest, 3d	*Sheboygan, Wisc.*
Parish, Robert Underwood	*Houston, Texas*
Parker, Alan Breck	*Ann Arbor, Mich.*
Parker, John Meredith	*San Antonio, Texas*
Peck, Charles Edward	*Lancaster, Pa.*
Phelan, William Lawrence	*Fall River*
Phelps, Mason, Jr.	*Lake Forest, Ill.*
Pidgeon, John Anderson	*Andover*
Pinkham, Charles Hacker, 3d	*New York, N. Y.*
Poor, Peter Varnum	*New City, Rockland County, N.*
Porter, O. Stanley, Jr.	*Shrewsbury*
Potter, Nathaniel Restcome, Jr.	*Rochester, N. Y.*
Randolph, John	*New York, N. Y.*
Reed, Earl Frederick, Jr.	*Pittsburgh, Pa.*
Reichard, John Francis	*Brooklyn, N. Y.*
Reitzel, Nicolas Martin	*Haverford, Pa.*
Reynolds, Ralph Wesley	*Winchester*
Ricker, John Marshall	*Walpole*
Rockwell, Dwight, Jr.	*New York, N. Y.*

Rogers, Samuel Stevens	*Newton Centre*
Runyon, Harry Mefford	*Alexandria, Va.*
Santo Domingo, Julio Mario	*Barranquilla, Colombia, S. A.*
Sarnoff, Thomas Warren	*New York, N. Y.*
Schmid, Raymer	*Montclair, N. J.*
Schock, William Crawford	*Clayton, Mo.*
Schwarzer, Perry Frederick	*Manlius, N. Y.*
Shaffer, Herbert, Jr.	*Cincinnati, Ohio*
Sherrill, Arthur Miles, Jr.	*New York, N. Y.*
Sides, Andrew Benjamin, Jr.	*Waban*
Smith, Bardwell Leith	*Libertyville, Ill.*
Stevens, George Clifton	*Quincy*
Stevens, Richard Irving	*Andover*
Stevenson, John Archibald, 2d	*Lake Forest, Ill.*
Stewart, Howard Douglas, 2d	*Washington, D. C.*
Strout, Frank Noyes	*Portland, Maine*
Sweeney, George Clinton, Jr.	*West Newton*
Taintor, Nelson Case, Jr.	*West Hartford, Conn.*
Tebbetts, Edwin Hallett	*Waban*
Thielens, Wagner Perrin, Jr.	*Tuscaloosa, Ala.*
Thomas, Gerard	*Rome, N. Y.*
Thurber, Davis Peabody	*Nashua, N. H.*
Toll, David Ross	*Chevy Chase, Md.*
Toms, Lawrence	*Carpinteria, Calif.*
Townsend, James Park	*Sewickley, Pa.*
Traylor, Robert Hobbs	*Wellesley Hills*
Vayo, Henry Harrison, 2d	*Rochester, N. Y.*
Vinsel, John Edward	*Louisville, Ky.*
Vorce, Raymond Martin, Jr.	*Belmont*
Vose, Clinton Pembroke, Jr.	*Lawrence*
Wald, Stanley Harold	*Brookline*
Walen, Donald Atchison	*Andover*
Wallace, Donald Lloyd	*Lakewood, Ohio*
Weamer, Paul Evans	*Andover*
Weigold, Charles Edwin, Jr.	*Plandome, L. I., N. Y.*
Weiner, Charles Hershal	*Methuen*
Wheelock, John Topping	*Peoria, Ill.*
White, John Barber	*Kansas City, Mo.*
Wilde, Leon Graves	*North Andover*

Wilson, George Warren, 2d	*Melrose*
Worthen, Palmer Bullard	*Winchester*
Wright, Clifford Ramsey, Jr.	*Cincinnati, Ohio*

Seniors—208

UPPER MIDDLERS

Abbott, Julian Bingham	*Cleveland Heights, Ohio*
Abrons, Richard	*New Rochelle, N. Y.*
Adams, Frederick Wildes, Jr.	*Pittsburgh, Pa.*
Adams, Harris Whittemore	*Middlebury, Conn.*
Adams, William, 3d	*Sarasota, Fla.*
Allen, Corey	*Littleton, Colo.*
Allen, Heath Ledward	*Harrisburg, Pa.*
Allenby, Hubert Alfred	*Falmouth*
Allott, Hugh Roberts	*Newburgh, N. Y.*
Arnold, Mason Green	*Willimantic, Conn.*
Arnold, Samuel Paul, 2d	*Pittsburgh, Pa.*
Ashburn, John Robert	*Andover*
Ault, John Burchenal	*Redding, Conn.*
Averback, Philip Benjamin	*Lawrence*
Avery, John, Jr.	*Andover*
Bailey, John Curtis	*Portland, Ore.*
Ballard, Ernest Schwefel, Jr.	*Winnetka, Ill.*
Bassett, Louis Allan	*Waterbury, Conn.*
Beach, David Nelson, 3d	*Minneapolis, Minn.*
Beach, Robert Sheldon, 2d	*Saginaw, Mich.*
Bergheim, Melvin Lewis	*Brookline*
Bernardin, Eugene Arthur, Jr.	*Andover*
Bidgood, Berkeley Carrington	*West Hartford, Conn.*
Bishop, Clarence Morton, Jr.	*Portland, Ore.*
Blume, Robert Paul	*Pittsburgh, Pa.*
Boeschenstein, William Wade	*Perrysburg, Ohio*
Boll, Carleton Hunter	*Nyack, N. Y.*
Bolton, John Wesson	*North Andover*
Bourne, John	*Kennebunk, Maine*
Boyce, Frederick May, Jr.	*Andover*
Boyd, William Young	*Panama City, R. P.*

Boynton, Nehemiah, 3d	*Waban*
Bramwell, Willis Kelner, Jr.	*Eldora, Iowa*
Brewster, Benjamin Yates, Jr.	*Nashua, N. H.*
Briggs, Winstanley Crowen	*Lake Forest, Ill.*
Browning, Roderick Hanson	*New Boston, Texas*
Bull, Richard Sutton, Jr.	*New York, N. Y.*
Burgess, Newton Albert, Jr.	*Summit, N. J.*
Burke, Robert Henry	*Greenfield*
Caldwell, John Walter	*Houston, Texas*
Canty, George Romuald, Jr.	*Buenos Aires, Argentina*
Carroll, Daniel Thuering	*Burlington, Vt.*
Cartmell, Vinton Aikins	*Somerville, N. J.*
Castle, Richard De Wynt	*Rochester, N. Y.*
Chamberlin, Frederick Bishop, Jr.	*Winchester*
Cheek, Leon Theodore, 2d	*Miami, Fla.*
Chun, Kenneth Kee-Hoi	*Shanghai, China*
Cook, Edward Shove	*Rochester, N. Y.*
Coon, Carleton Stevens, Jr.	*Wakefield*
Crehore, William Williams, 3d	*Plainfield, N. J.*
Crompton, Willard	*West Falmouth*
Crossley, Robert Smith	*Fall River*
Cushing, Andrew Carmichael	*Brunswick, Maine*
Cushing, Robert Hamilton, Jr.	*Lancaster, N. Y.*
Dalrymple, James William, Jr.	*Andover*
Dana, Arnold Guyot, 2d	*Providence, R. I.*
David, John Cyrenius	*Evanston, Ill.*
Davis, Charles Gibbons, 2d	*Flourtown, Pa.*
Deming, Angus	*New City, N. Y.*
Deming, Herbert Everett	*Hamden, Conn.*
Devendorf, Andres Hugh	*Great Neck, L. I., N. Y.*
Dickey, John Stanley	*Rockville Centre, N. Y.*
Dines, David Eaton	*Denver, Colo.*
Dorsey, John David	*Douglaston, L. I., N. Y.*
Dulaney, Woodford Hector, Jr.	*Louisville, Ky.*
Dunn, John Morton	*West Hartford, Conn.*
Eagleson, David Alexander	*Columbus, Ohio*
Eatough, Christopher John	*Woking, Surrey, England*
Elliott, Caleb Denny, Jr.	*Port-au-Prince, Haiti*
Ellis, Harold John, Jr.	*Andover*

Farrar, John Curtis	*Scarborough, N. Y.*
Farrington, John Reynolds	*Lowell*
Finneran, John Laurence	*North Andover*
Francisco, Clarence Brydon	*Kansas City, Kansas*
Gaffey, Eugene Edward	*West Medford*
Gale, Justin Edgerton	*Andover*
Garvey, John Powell	*Hewlett, L. I., N. Y.*
Gifford, Charles Conyngham, Jr.	*New York, N. Y.*
Gordon, Graham	*Louisville, Ky.*
Graham, William Alfred	*New York, N. Y.*
Grant, Lester Joseph, 3d	*Boston*
Greene, Frederick Davis, 2d	*Upper Montclair, N. J.*
Hackney, Blair Hamilton	*Atchison, Kansas*
Hall, Harry, 2d	*Yorktown Heights, N. Y.*
Hall, Richard Harrison	*Winchester*
Harig, Bernhardt Gold	*Andover*
Harrington, Richard Buck	*Worcester*
Harris, Alfred Gilbert	*Andover*
Hascall, Norman Eddy, 2d	*Perrysburg, Ohio*
Hatton, Richard Davis	*Fairhaven*
Hayes, Edmund, Jr.	*Portland, Ore.*
Heckel, Theodore Gustav	*Massapequa, L. I., N. Y.*
Heming, Charles Emanuel	*New York, N. Y.*
Hendricks, Thomas Arthur	*Watertown, N. Y.*
Hershey, John Eldon	*Lemoyne, Pa.*
Hexter, Victor Henry, 2d	*Dallas, Texas*
Hippard, John Stevens	*Uniontown, Pa.*
Hotchkiss, John Caddell	*Middlebury, Conn.*
Howard, Thomas Parker	*Milton*
Hudner, James Hay	*Fall River*
Humphries, Floyd Thurston, Jr.	*Andover*
Isham, Heyward	*New York, N. Y.*
Johnson, Rand Carleton	*Louisville, Ky.*
Kalbfleisch, Karl Henry, Jr.	*Wellesley Hills*
Keeler, Ralph Thompson	*New Milford, Conn.*
Kellett, John Wilson	*Methuen*
Kiam, Victor Kermit	*Greenwich, Conn.*
Killam, Dwight Delavan	*Andover*
Knight, Chesterton Stevens, Jr.	*Brockton*

Lauterpacht, Elihu	*Cambridge, England*
Leach, Robert Milton, 2d	*South Dartmouth*
Lord, John Franklin	*Andover*
Lord, Mason Faulconer	*Baltimore, Md.*
Love, Henry King	*Seattle, Wash.*
McGowan, Thomson Cook	*Cleveland Heights, Ohio*
McKee, Stephen Jewett	*Portland, Ore.*
McKim, Robert James, Jr.	*Louisville, Ky.*
McKinley, Richard Smallbrook, 3d	*Paoli, Pa.*
McMahon, Leo Thomas, Jr.	*Camp Hill, Pa.*
McManaway, James Clifford, Jr.	*Clarksburg, W. Va.*
McMorris, L. Sells	*Washington, D. C.*
Mack, Joseph Newlin	*McKeesport, Pa.*
Magee, Frank Mortimer, Jr.	*New Bloomfield, Pa.*
Mellor, Charles Richard	*Great Neck, L. I., N. Y.*
Moody, Richard Henderson	*Andover*
Moore, James Mendon	*Manchester, N. H.*
Morgan, Richard Sherley	*Princeton, N. J.*
Morse, Thomas Robeson, Jr.	*Boston*
Neale, William Forrester, Jr.	*Dallas, Texas*
Niebank, Cornelius George, Jr.	*Jamestown, N. Y.*
O'Brien, Charles Ambrose	*Lawrence*
O'Brien, John Larkin, Jr.	*Loudonville, N. Y.*
O'Brien, Robert Thomas	*Medford*
O'Keeffe, Richard Michael	*Chestnut Hill*
Parker, Otis Hudson, Jr.	*Watertown*
Pattee, Richard Saltonstall	*Cambridge*
Pearson, Edward Hale, Jr.	*Scarsdale, N. Y.*
Pemberton, Ian Seaton	*New York, N. Y.*
Percy, Robert Bosworth	*West Upton*
Phinney, Arthur Osgood, Jr.	*Winchester*
Pitman, Douglas Townsend	*Andover*
Pratt, Frederick Sanford, 2d	*Chestnut Hill*
Quinby, Henry Dean, 3d	*Rochester, N. Y.*
Rains, James Breer	*Sewickley, Pa.*
Reisler, Joseph Wells	*New York, N. Y.*
Reynolds, Thomas Hayward	*Gardner*
Rich, William Thayer, 3d	*Andover*

Robinson, John Chatfield	*Great Neck, L. I., N. Y.*
Rodenbach, Charles Bushnell	*Naugatuck, Conn.*
Rohrbach, Gerwin Karl Heinrich	*Andover*
Roome, Peter Willemse	*Greenwich, Conn.*
Rosenblatt, Richard David	*New York, N. Y.*
Sagar, Charles Parker	*Greenwich, Conn.*
Schuster, Richard	*New York, N. Y.*
Scott, George Drake, Jr.	*East Hampton, L. I., N. Y.*
Selden, George Lord	*Andover*
Selfridge, Walter Robert, Jr.	*Andover*
Seymour, Roger Sherwood	*Greenwich, Conn.*
Shepard, John Field	*Boston*
Simons, Harold Lee	*Great Neck, L. I., N. Y.*
Slocum, Robert Gregson	*Darien, Conn.*
Smith, Austin Chichester, Jr.	*Oconomowoc, Wisc.*
Smith, Carter	*Pittsburgh, Pa.*
Snare, William Dulles	*Dorset, Vt.*
Snider, Stanley Walter	*Chestnut Hill*
Snook, John Butler	*Upper Montclair, N. J.*
Sobin, Lester Gerard	*Jamaica Plain*
Stark, Frederic Wagner, 2d	*Nantucket*
Sterling, Donald Justus, Jr.	*Portland, Ore.*
Stevens, John Peters, 3d	*Plainfield, N. J.*
Stevens, Whitney	*Arlington, Va.*
Stockwell, Sherwood Beach	*Hamilton*
Stratton, Walter Love	*Greenwich, Conn.*
Strong, Carlton Matthew, Jr.	*Andover*
Strong, Roger Leon	*New York, N. Y.*
Sturges, Douglas Watts	*New Haven, Conn.*
Tait, James Ballentyne, Jr.	*Janesville, Wisc.*
Taylor, Holmes Webster	*New York, N. Y.*
Taylor, Jack	*New York, N. Y.*
Thompson, John Cincinnatus	*East Liverpool, Ohio*
Tompkins, Gerald Samuel, Jr.	*Front Royal, Va.*
Torrance, Walter France, Jr.	*Waterbury, Conn.*
Tucker, Alvin Howard	*Brookline*
Turner, Albert Farrant	*Sparta, Wisc.*
Turner, John David	*Maracaibo, Venezuela*
Underhill, Edwin Stewart, 3d	*Hammondsport, N. Y.*

Upham, James Phineas	*Newton Centre*
Vandervoort, Arthur Stewart, 3d	*Houston, Texas*
Wagner, William Macy	*West Medford*
Walker, Willard Brewer	*Hingham*
Ward, Elmer Lawrence, Jr.	*Brookline*
White, Peter Gillette	*Smithtown, L. I., N. Y.*
Whitney, Wheelock, Jr.	*St. Cloud, Minn.*
Wilcox, William Walter, 3d	*Englewood, N. J.*
Williamson, Robert Byron, Jr.	*Augusta, Maine*
Wilmer, Edward Pancoast	*Granville, N. Y.*
Wilson, Norman Henry	*West Hartford, Conn.*
Wise, Edward Everett	*Albany, N. Y.*
Woodrow, William Tillman, Jr.	*Cincinnati, Ohio*
Young, Raymond Henry	*Needham*
Young, William Johnson, 2d	*Peabody*
Zierick, Russell Frederick	*Yonkers, N. Y.*

Upper Middlers—202

LOWER MIDDLERS

Alford, Frederick Hascy Pouch	*Orange, Conn.*
Anderson, Lucius Marvin	*Montclair, N. J.*
Anderson, Thomas Hart, 3d	*Princeton, N. J.*
Andrews, Robert Underwood	*Greenwich, Conn.*
Arey, Florian George, Jr.	*Wollaston*
Ault, Bromwell, Jr.	*Redding, Conn.*
Baker, Peter Bulkeley	*Grosse Pointe, Mich.*
Baker, Seth Harry	*New York, N. Y.*
Baldwin, George Storer, Jr.	*Brookline*
Barnum, William Milo	*Miami Beach, Fla.*
Barss, Lawrence Whitcomb	*Andover*
Bassick, Edgar Webb, 3d	*Bridgeport, Conn.*
Beckwith, Andrew Madds	*Fitchburg*
Bell, Wallace Houston	*Andover*
Bell, Warren Harding	*Andover*
Bergstrom, Lee Barnard	*Shaker Heights, Ohio*
Berlin, Donald Mayer	*Brookline*
Bishop, Broughton Hayward	*Portland, Ore.*

Blake, John Wright	*Wellesley Hills*
Bomeisler, Douglass Mortimer, Jr.	*Greenwich, Conn.*
Bonbright, Irving Wayland, 3d	*Englewood, N. J.*
Bradley, Wendell Phillips	*Bayside, L. I., N. Y.*
Burbank, Reginald, Jr.	*New York, N. Y.*
Burns, James Ferguson, 3d	*New York, N. Y.*
Carter, Alan Peter	*Woodstock, Vt.*
Chance, R. Robinson, Jr.	*Summit, N. J.*
Chase, Frederick Starkweather, 2d	*Middlebury, Conn.*
Chittick, Charles Yardley, Jr.	*Waban*
Conant, Brewster	*Chestnut Hill*
Cook, James Arthur, Jr.	*Marblehead*
Coolidge, Archibald Cary, Jr.	*Lakeville, Conn.*
Cox, John Edwin, Jr.	*Fall River*
Cushman, Robert Donnelly	*Colombia, S. A.*
Dake, Richard Edwin	*Andover*
Dalley, Lawrence Cutting	*New York, N. Y.*
Dean, Robert Charles, Jr.	*Wellesley*
DeWitt, Richard Herbert, Jr.	*Chicago, Ill.*
Dixon, John Iversen	*Evansville, Ind.*
Duggan, John Russell	*Malden*
Dunbar, Donald Cowing	*Andover*
Dunn, Gary Roberts	*Champlain, N. Y.*
Eastham, John Perry	*Andover*
Eddy, Thomas Phillips	*Pittsburgh, Pa.*
Estin, Hans Howard	*Brookline*
Fields, Dozier Nelson, Jr.	*Islip, N. Y.*
Fisher, Harry Eckhart, Jr.	*Aliquippa, Pa.*
Flint, Robert Pease	*Hinsdale, Ill.*
Fuller, Alexander Sessums Cleveland	*Portchester, N. Y.*
Furbish, Roger Franklin	*Princeton, Maine*
Gallagher, John Francis	*Colorado Springs, Colo.*
Garry, John Bert	*Methuen*
Gaylord, Benjamin Harden	*New York, N. Y.*
Gearing, Charles Morris, 2nd	*Meriden, Conn.*
Gelb, Bruce Stuart	*Stamford, Conn.*
Gerlach, Edgar Martin, Jr.	*Danbury, Conn.*
Goff, Frederick Harris	*Cleveland, Ohio*

Grant, Dana Wentworth	*Pelham, N. Y.*
Gray, Richard Emery	*Syracuse, N. Y.*
Greene, Frank Lester	*Southern Pines, N. C.*
Grosz, Peter Michael	*Douglaston, L. I., N. Y.*
Hand, James Dennis	*Forest Hills, L. I., N. Y.*
Hanke, Jonathan Gilbert	*Garrett Park, Md.*
Hardy, Anton Gysberti, Jr.	*Manchester, Vt.*
Hatch, Robert Phillips	*Fairfield, Conn.*
Hayden, Howard Penberthy	*Santiago, Chile*
Herman, James Stackpole	*Dauphin, Pa.*
Hetzler, Peter	*New York, N. Y.*
Hogg, Alexander McClurg	*Key West, Fla.*
Holbrook, John Ginn	*Haverhill*
Holmes, Peter Carl	*Cleveland, Ohio*
Homer, Chester Earl, Jr.	*Newton Centre*
Hopewell, Frank Blake	*Wolfeboro, N. H.*
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Hoy, Ross Kitchener	*Kenilworth, Ill.*
Hyder, Henry Kalil, Jr.	*Methuen*
Isitt, Charles Frederick Camac	*Van Nuys, Calif.*
Jenkins, Chester Taylor	*Andover*
Jewett, George Frederick, Jr.	*Spokane, Wash.*
Kaiser, Charles Andrew	*West Hartford, Conn.*
Kerr, Geoffrey	*Montclair, N. J.*
Killam, Frederick Meacham	*Hamden, Conn.*
King, Charles Arthur	*Plainfield, N. J.*
Kingery, Frederick Jacobs	*Portland, Ore.*
Koch, John Lester, Jr.	*Sewickley, Pa.*
Kohlberg, Laurence	*Bronxville, N. Y.*
Kohler, Carl James, Jr.	*Kohler, Wisc.*
Kutscher, Louis Frederic, Jr.	*Milford, Conn.*
Lagemann, Peter Jay	*Englewood, N. J.*
Lansill, John Scott, Jr.	*Lexington, Ky.*
Lazo, Mario, Jr.	*Havana, Cuba*
Lebenthal, James Avram	*New York, N. Y.*
Lee, John Maxim	*Farmington, Conn.*
Lennan, John Ross	*Tenafly, N. J.*
Levin, William Robert	*Norwich, Conn.*

Levine, Morey	*Lowell*
Levis, Frederick Hemsley, Jr.	*Chestnut Hill, Pa.*
Lowe, Robert White	*Andover*
Loye, John Francis, Jr.	*Andover*
Lyne, Daniel Joseph, Jr.	*Newton*
McCracken, Cummings Chesney	*Pittsfield*
McDuffie, Charles Howard	*Andover*
MacLellan, George Edward, 3d	*New Rochelle, N. Y.*
Madeira, Edward Walter, Jr.	*Germantown, Pa.*
Manning, David Elliott	*Malden*
Marks, Peter	*Chicago, Ill.*
Mason, Leland Benjamin	*Lawrence*
Masters, Richard Hosking	*Pembroke, Bermuda*
Mauran, Duncan Hunter	*Providence, R. I.*
Meacham, Frederick Castle, Jr.	*Garden City, L. I., N. Y.*
Mead, Edward Matthew	*Erie, Pa.*
Mettler, William Kingsland	*East Orange, N. J.*
Milam, Arthur Wilson	*Jacksonville, Fla.*
Miller, William Henry	*Andover*
Moffly, John Wesley, 4th	*Chestnut Hill, Pa.*
Moher, Arthur Keefe	*Wellesley Hills*
Montague, Meredith	*New York, N. Y.*
Moreland, William Crawford, 2d	*Washington, D. C.*
Morris, William Horace	*Greenwich, Conn.*
Morrison, Robert Lawrence	*Seattle, Wash.*
Morrison, Walter Nordhoff	*West Hartford, Conn.*
Morton, Charles Bruce, 3d	*University, Va.*
Munro, Robert Donald Malcolm	*Newton Highlands*
Munroe, Allan Ray	*Andover*
Newhall, Roger, Jr.	*Portland, Ore.*
Oliver, William Lawrence	*Andover*
O'Shea, William Francis	*Belmont*
Page, Hazen Laburton	*Marblehead*
Payne, Frederick Roberts	*Boston*
Power, Edward Joseph	*Brookline*
Prideaux, George Donohue	*Wakefield*
Prior, William Allen	*Troy, Pa.*
Reese, John Gilbert	*Newark, Ohio*
Reid, Harold Bishop, Jr.	*Bristol, Conn.*

Robbins, Hollis Lawrence	*Swampscott*
Ryan, John Joseph, 3d	*Hewlett, L. I., N. Y.*
Saltonstall, William Lawrence	*Chestnut Hill*
Sanborn, Frederic Rockwell Gladstone	*Brooklyn, N. Y.*
Scheide, Philip Cornell	*West Hartford, Conn.*
Schine, Gerard David	*Gloversville, N. Y.*
Schroeder, John Allan	*Scarsdale, N. Y.*
Searles, Charles Colden, Jr.	*Lake Forest, Ill.*
Shealy, Austin Craig	*Stamford, Conn.*
Simpson, William Kelly	*New York, N. Y.*
Smith, Joseph Lincoln, Jr.	*Passaic, N. J.*
Sper, Norman Leopold, Jr.	*Hollywood, Calif.*
Steere, Anthony Wayne	*Everett, Ohio*
Stern, Gardner Henry, Jr.	*Chicago, Ill.*
Sutherland, Kenneth	*New Rochelle, N. Y.*
Terry, Robert William	*New York, N. Y.*
Thompson, Edward Niles	*Fall River*
Thompson, Michael Sewall	*Warrenton, Va.*
Thorndike, John Lowell	*Chestnut Hill*
Thurlow, Paul Edward	*Washington, D. C.*
Timberman, Ellsworth Lozier, Jr.	*Mount Vernon, N. Y.*
Upton, Herbert Hawkes, Jr.	*Ann Arbor, Mich.*
Van Fleet, James Alward, Jr.	*Augusta, Ga.*
Ward, Lawrence William	*Brookline*
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Warner, Sam Bass, Jr.	*Cambridge*
Warren, Henry Pitt, 3d	*Greenwich, Conn.*
Weidlein, John David	*Pittsburgh, Pa.*
Wigren, Arthur Adolph	*Glen Ridge, N. J.*
Wilbur, William Hale, Jr.	*Highland Park, Ill.*
Williams, Edwin McBrier	*St. Paul, Minn.*
Wilson, Edward Converse, Jr.	*Belmont*
Wirtz, Ralph Joseph	*Andover*
Wogan, Joseph Mansfield	*Newton*
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Zonino, Frederick Day	*Naugatuck, Conn.*
Zonino, James Day	*Naugatuck, Conn.*

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Abbott, Paul, Jr.	*New York, N. Y.*
Abruzzo, Matthew Thomas, Jr.	*Brooklyn, N. Y.*
Alling, John Wesley, Jr.	*Orange, Conn.*
Anderson, Arvid Julius, Jr.	*Naugatuck, Conn.*
Anderson, Daniel Ogren	*Jamestown, N. Y.*
Ardouin, Graham John Leslie	*Swampscott*
Asbury, Arthur Knight	*Cincinnati, Ohio*
Baddeley, William Grosvenor	*New York, N. Y.*
Ballou, Donald Kent	*Newton Centre*
Barton, Bernard Douglas	*Foxboro*
Batchelder, Loring Eugene	*Andover*
Benson, William Dudley, Jr.	*Larchmont, N. Y.*
Bissell, Sumner Fuller	*Suffield, Conn.*
Black, Charles Frederick, Jr.	*Burlington, Vt.*
Black, Robert Fager, Jr.	*Cleveland Heights, Ohio*
Blackmer, Donald Laurence Morton	*Andover*
Bradford, Lindsay, Jr.	*New York, N. Y.*
Burrows, Lees Joslyn, Jr.	*Spokane, Wash.*
Bushnell, Frederic Folsom	*West Newton*
Chace, Jonathan, Jr.	*Boston*
Christie, James Peters, Jr.	*Andover*
Christison, William Alan	*Andover*
Cohen, Arnold Jay	*Swampscott*
Collier, Gilman Frederick	*New York, N. Y.*
Collier, Reginald Bruce	*Bradford*
Cooper, James Fenimore	*New York, N. Y.*
Creamer, John Robert	*Andover*
Crichton, Edward Bailey	*Harrisburg, Pa.*
Crosby, Clifton Dwinnell	*Alexandria, Va.*
Currier, William Albrecht	*Wenham*
Dawson, John Ellsworth	*Pittsfield*
Donovan, Edward Joseph, Jr.	*Englewood, N. J.*
Dorsel, Anthony Clifford	*Cincinnati, Ohio*
Doty, Foster Wood, Jr.	*Greenwich, Conn.*
Doyle, Fred Wendell, Jr.	*Andover*
Duke, William Hincks	*Greens Farms, Conn.*

Farmin, Wray Dee, Jr.	*Spokane, Wash.*
Fisher, Paul Kingsbury, Jr.	*Mt. Kisco, N. Y.*
Fisher, Stephen Hayner	*Long Island City, N. Y.*
Flues, Anderson Gilmore	*Fremont, Ohio*
Foster, Edward Lancey	*Oxford, Maine*
Foxwell, Marshall Strong	*Camden, Maine*
Fullerton, Richard Gordon	*Boston*
Gaige, Jeremy	*Peekskill, N. Y.*
Gallagher, Arthur Connell	*Colorado Springs, Colo.*
Garner, Robert Wright	*New York, N. Y.*
Gifford, Garret Ackerson	*New York, N. Y.*
Goodyear, Henry Marks, Jr.	*Cincinnati, Ohio*
Gordon, Edward Alexander	*Andover*
Gruner, Otto Harry, 3d	*Hewlett, L. I., N. Y.*
Hardwick, Charles Arthur	*Gwynedd Valley, Pa.*
Harrison, Peter John	*Greenwich, Conn.*
Hayes, Frederick Wheeler	*Portland, Ore.*
Haynes, Robert Bontecou	*New York, N. Y.*
Hord, Stephen Young, Jr.	*Lake Forest, Ill.*
Hudner, Richard Reilly	*Fall River*
Hull, Charles Cornelius, 3d	*Brooklyn, N. Y.*
Hutcheson, Aubrey DeNyse, Jr.	*Washington, D. C.*
Isham, Jonathan Trumbull	*New York, N. Y.*
Jackson, Winslow Loring	*Chicago, Ill.*
Kemper, Rufus Crosby, Jr.	*Kansas City, Mo.*
Kerrigan, Anthony Gunning	*Katonah, N. Y.*
Kesner, Richard Nelson	*Andover*
Kimball, Richard Ward	*Andover*
Knights, William	*Winchester*
Knowland, Richard Grant, Jr.	*Goshen*
Landergan, Walter Lawrence, Jr.	*Lawrence*
Lanes, Alfred Sheldon	*Waban*
Lazo, Donald Minshall	*Havana, Cuba*
Little, John Dutton Conant	*Andover*
Lynch, John Dee	*Concord*
McCormick, Thomas Francis	*Lawrence*
McKee, Jasper	*Washington, D. C.*
McLanahan, Duer, Jr.	*Miami Beach, Fla.*
Mackenzie, Malcolm Lewis	*Treichlers, Pa.*

Macomber, John DeWitt	*Rochester, N. Y.*
Marier, Paul Alexander	*Andover*
Marvin, Alfred Eugene, Jr.	*Barranquilla, Colombia, S. A.*
Mastrangelo, Edward Ferdinand	*Fitchburg*
Mastrangelo, Ferdinand Ralph	*Lunenburg*
Maxwell, Dennis Gray, 3d	*Westport, Conn.*
May, Irénée duPont	*Granogue, Dela.*
Meeks, George Nelson	*Vancouver, B. C., Canada*
Merchant, Robert Conway	*Andover*
Miller, John George, Jr.	*Lawrence*
Miller, Lawton Burton	*Meriden, Conn.*
Morrison, Richard Winton	*Pittsburgh, Pa.*
Moses, Richard Cantrell	*Pittsburgh, Pa.*
Neuhoff, Roger Alan	*Great Neck, L. I., N. Y.*
Nourse, Norman Crawford, Jr.	*Balboa, Calif.*
O'Brien, Duncan Munroe	*Loudonville, N. Y.*
O'Connor, Jay Paul	*Andover*
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Paradise, Robert Campbell, Jr.	*Darien, Conn.*
Paradise, Scott Ilsley	*Andover*
Petzold, Herbert Richard	*Lawrence*
Pollard, William Appleby	*Wellesley Hills*
Pomeroy, Walter Saunders, Jr.	*Worcester*
Pratt, Waldo Elliott, 3d	*Wellesley Hills*
Prentiss, Richard Joseph, Jr.	*Hewlett, L. I., N. Y.*
Prest, Alan Patrick Llewellyn, Jr.	*Darien, Conn.*
Quaintance, Richard Edgecombe, Jr.	*Katonah, N. Y.*
Quinby, Congreve Hamilton	*Rochester, N. Y.*
Roome, William Journeay, 2d	*Greenwich, Conn.*
Salomon, Roger Blaine	*Little Compton, R. I.*
Santo Domingo, Luis Felipe	*Barranquilla, Colombia, S. A.*
Schiffer, Stephen George	*Kew Gardens, L. I., N. Y.*
Schmidt, Arnold Philip	*Andover*
Sharpe, John McDowell, Jr.	*Chambersburg, Pa.*
Shaw, Douglas Graeme	*Huntington, L. I., N. Y.*
Sherrill, Richard Rodman	*New York, N. Y.*
Simpson, Russell Gordon	*Longmeadow*

Smith, Charles Waldo	*Lincoln*
Smith, Kennedy Martin	*Pittsburgh, Pa.*
Smith, Wallace Wendell, Jr.	*Pittsburgh, Pa.*
Space, David Jewell	*Glen Rock, N. J.*
Sperry, Corydon Stillman	*Middlebury, Conn.*
Starke, Richard Prescott	*Durham, N. H.*
Stevens, Benjamin Hazard	*Plainfield, N. J.*
Stone, Paul Goadby	*Portsmouth, Va.*
Sullivan, Daniel Edward	*Watertown*
Sussler, Robert Morris	*Norwich, Conn.*
Tait, John Douglas	*Janesville, Wisc.*
Tavares, Gustavo Arturo	*Ciudad Trujillo, Dominican Republic*
Taylor, Ian Guy	*Welwvn Garden City, Herts, Eng.*
Taylor, Samuel De Guyon	*Old Greenwich, Conn.*
Thaw, David Martin	*New York, N. Y.*
Thaxter, Langdon Kimball	*Portland, Maine*
Thomes, Russell Franklin, Jr.	*Darien, Conn.*
Tucker, Henry James, 3d	*Paget East, Bermuda*
Vail, Charles Brush	*East Falmouth*
Vincent, George Kenneth	*New York, N. Y.*
Vollmayer, John William	*Waterbury, Conn.*
Weis, Robert Pomeroy	*Lancaster*
Welch, Richard Lawrence	*Wellesley Hills*
West, Stephen Kingsbury	*Pittsfield*
White, James Mattocks, Jr.	*Beverly Farms*
Wight, Ira Edward, 3d	*Clayton, Mo.*
Wilde, Roger Conant, Jr.	*Winnetka, Ill.*
Wilder, Charles Willoughby	*Nashville, Tenn.*
Williams, William Fisher, Jr.	*Easton, Pa.*

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Pennsylvania	42	Indiana	2
New Jersey	35	Kansas	2
Ohio	25	Delaware	1
Illinois	19	Georgia	1
New Hampshire	11	Iowa	1
Maine	10	North Carolina	1
Texas	10	Tennessee	1
Oregon	9	Colombia	4
District of Columbia	8	England	3
Virginia	8	Bermuda	2
California	7	Cuba	2
Florida	7	Argentina	1
Michigan	7	Canada	1
Wisconsin	7	Chile	1
Kentucky	6	China	1
Vermont	6	Dominican Republic	1
Colorado	5	Ecuador	1
Missouri	5	Haiti	1
Washington	5	Hawaii	1
Minnesota	4	Republic of Panama	1
Rhode Island	4	Venezuela	1
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Ord Preston, '94

FORM OF BEQUEST

(GENERAL)

give and bequeath to the Trustees of Phillips Academy, a cor-
ation existing under the laws of the Commonwealth of Massa-
setts, and located in the town of Andover in said Common-
lth............................dollars, to be used at
r discretion.

(SPECIFIC)

give and bequeath to the Trustees of Phillips Academy, a cor-
ation existing under the laws of the Commonwealth of Massa-
setts, and located in the town of Andover in said Common-
lth............................dollars, in trust for the
owing uses and purposes; that is to say:

(here specify in detail the purposes.)

t is advisable for any one contemplating a bequest for chari-
le purposes to ascertain the requirements of the law in the State
which he resides, and to take especial pains that such require-
nts are complied with.

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CATALOGUE OF

PHILLIPS ACADEMY

ANDOVER, MASSACHUSETTS

ONE HUNDRED AND SIXTY-SIXTH YEAR

1943-1944

NON SIBI
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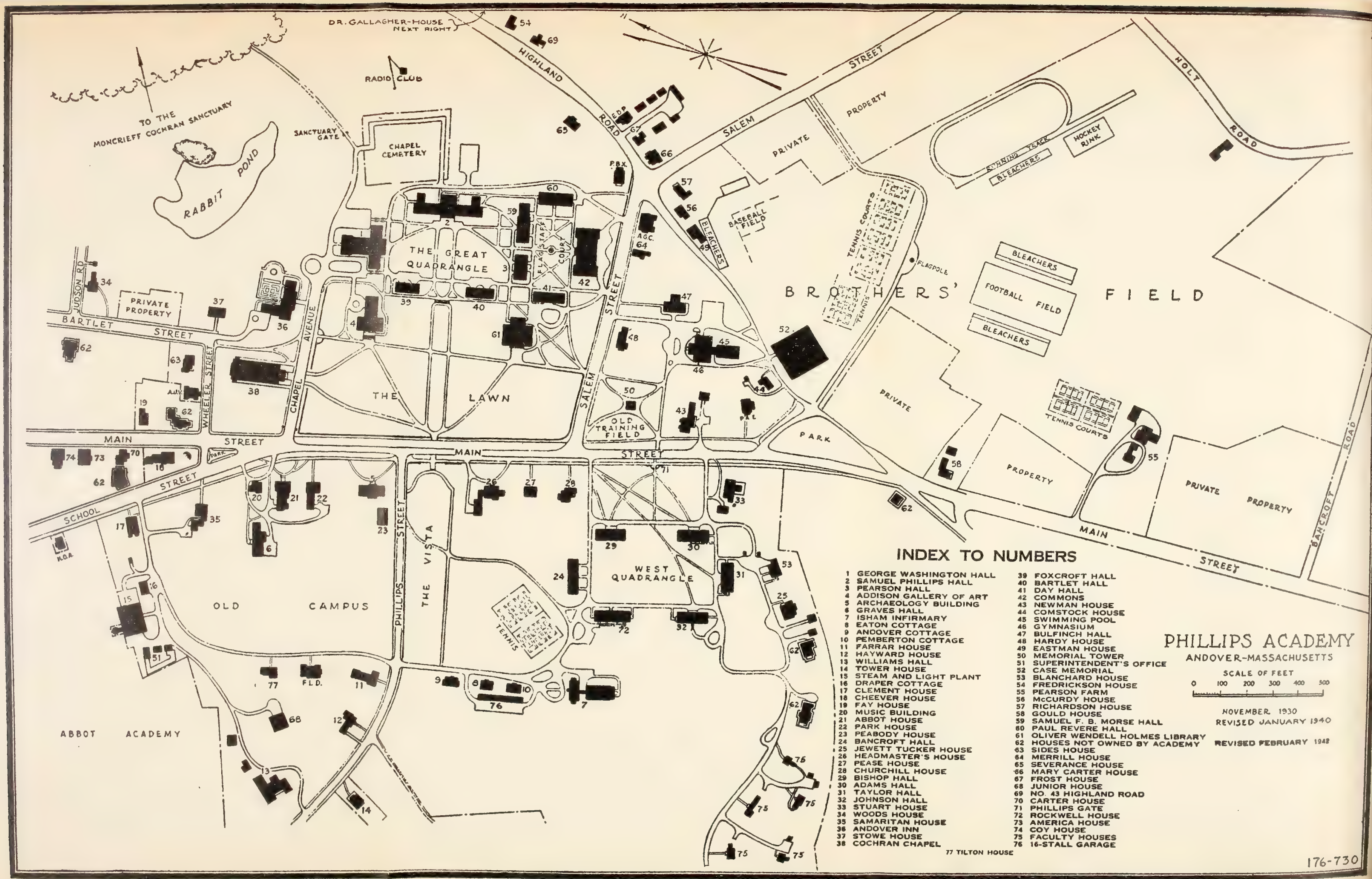
ANDOVER, MASSACHUSETTS
PUBLISHED BY THE ACADEMY
JANUARY, 1944


DR. GALLAGHER-HOUSE NEXT RIGHT
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RABBIT POND
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HIGHLAND ROAD
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NOVEMBER 1930

REVISED JANUARY 1940

REVISED FEBRUARY 1942

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38	COCHRAN CHAPEL
39	FOXCROFT HALL
40	BARTLET HALL
41	DAY HALL
42	COMMONS
43	NEWMAN HOUSE
44	COMSTOCK HOUSE
45	SWIMMING POOL
46	GYMNASIUM
47	BULFINCH HALL
48	HARDY HOUSE
49	EASTMAN HOUSE
50	MEMORIAL TOWER
51	SUPERINTENDENT'S OFFICE
52	CASE MEMORIAL
53	BLANCHARD HOUSE
54	FREDRICKSON HOUSE
55	PEARSON FARM
56	McCURDY HOUSE
57	RICHARDSON HOUSE
58	GOULD HOUSE
59	SAMUEL F. B. MORSE HALL
60	PAUL REVERE HALL
61	OLIVER WENDELL HOLMES LIBRARY
62	HOUSES NOT OWNED BY ACADEMY
63	SIDES HOUSE
64	MERRILL HOUSE
65	SEVERANCE HOUSE
66	MARY CARTER HOUSE
67	FROST HOUSE
68	JUNIOR HOUSE
69	NO. 43 HIGHLAND ROAD
70	CARTER HOUSE
71	PHILLIPS GATE
72	ROCKWELL HOUSE
73	AMERICA HOUSE
74	COY HOUSE
75	FACULTY HOUSES
76	16-STALL GARAGE
77	TILTON HOUSE

176-730

CATALOGUE OF
PHILLIPS ACADEMY
ANDOVER, MASSACHUSETTS

ONE HUNDRED AND SIXTY-SIXTH YEAR

1943-1944

ANDOVER, MASSACHUSETTS
PUBLISHED BY THE ACADEMY
JANUARY, 1944

1944

JANUARY

S	M	T	W	T	F	S
..	..	..	..	..	..	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
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FEBRUARY

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MARCH

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APRIL

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MAY

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SEPTEMBER

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OCTOBER

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DECEMBER

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1945

JANUARY

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FEBRUARY

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MARCH

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APRIL

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MAY

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JUNE

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24	25	26	27	28	29	30
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*CALENDAR

1944

Second term begins	8.15 P.M., Wednesday, Jan. 5
Second term ends	Wednesday, March 8

SPRING RECESS—21 days

Third term begins	8.15 P.M., Wednesday, March 29
Recitations close	Wednesday, June 7
Commencement	Friday, June 9
Third term ends	Friday, June 9
School entrance examinations in Andover and New York City	Monday, Tuesday, and Wednesday, June 12, 13 and 14

SUMMER VACATION—14 Weeks

Summer session begins	Wednesday, June 28
Summer session ends	Wednesday, August 23
Rooms ready for occupancy	10 A.M., Monday, Sept. 18
Entrance examinations	9 A.M., Tuesday, Sept. 19
Registration of returning students:	
Juniors and Lower Middlers	Before 2 P.M., Tuesday, Sept. 19
Upper Middlers and Seniors	Before 2 P.M., Wednesday, Sept. 20
Registration of entering students:	
Juniors and Lower Middlers	Before 8 P.M., Tuesday, Sept. 19
Upper Middlers and Seniors	Before 8 P.M., Wednesday, Sept. 20
Thanksgiving Day	Thursday, Nov. 23
First term ends	Wednesday, Dec. 13

CHRISTMAS RECESS—21 days

1945

Second term begins	8.15 P.M., Wednesday, Jan. 3
Second term ends	Wednesday, March 7

SPRING RECESS—21 days

Third term begins	8.15 P.M., Wednesday, March 28
Recitations close	Wednesday, June 6
Commencement	Friday, June 8
Third term ends	Friday, June 8
School entrance examinations in Andover and New York City	Monday, Tuesday and Wednesday, June 11, 12 and 13

*These dates are subject to change, depending on war conditions.

PHILLIPS ACADEMY

Founded in 1778 by

Samuel Phillips John Phillips, LL.D.

Samuel Phillips, Jr.

Constitution and deed of trust signed	April 21, 1778
School opened	April 30, 1778
Act of incorporation	October 4, 1780

HEADMASTERS*

ELIPHALET PEARSON, LL.D.	1778—1786
EBENEZER PEMBERTON, LL.D.	1786—1793
MARK NEWMAN, A.M.	1794—1809
JOHN ADAMS, LL.D.	1810—1833
OSGOOD JOHNSON, A.M.	1833—1837
SAMUEL H. TAYLOR, LL.D.	1838—1871
FREDERIC W. TILTON, A.M.	1871—1873
CECIL F. P. BANCROFT, Ph.D., L.H.D., LL.D.	1873—1901
ALFRED E. STEARNS, Litt.D., L.H.D., LL.D.	1903—1933
CLAUDE M. FUESS, Ph.D., Litt.D., L.H.D.	1933—

*From 1786 to 1927 the head of the Academy bore the title of Principal.

TRUSTEES

PRESIDENT

HENRY LEWIS STIMSON, LL.D. — Washington, D. C.
Elected 1905

CLERK

CLAUDE MOORE FUESS, Ph.D., Litt.D., L.H.D., LL.D.
Elected 1933 — Andover

TREASURER

JAMES GOULD, A.B. — Andover
Elected 1939

FRED TOWSLEY MURPHY, M.D. — Detroit, Mich.
Elected 1908

PHILIP LORING REED — Dedham
Elected 1933

LLOYD DE WITT BRACE, S.B. — Boston
Elected 1933

FRANCIS ABBOT GOODHUE, A.B. — Hewlett, L. I., N. Y.
Elected 1935

ABBOT STEVENS, A.B. — North Andover
Elected 1935

HENRY WISE HOBSON, D.D. — Cincinnati, Ohio
Elected 1937

ROBERT ABBE GARDNER, A.B. — Chicago, Ill.
Elected 1938

JAMES PHINNEY BAXTER, III, Ph.D., LL.D.
Elected 1942 — Williamstown

WILLIAM EDWARD STEVENSON, A.B. — New York, N.Y.
Elected 1943

LINDSAY BRADFORD, LL.D. — New York, N. Y.
Elected 1943

OFFICERS OF ADMINISTRATION

CLAUDE MOORE FUESS, Ph.D., Litt.D., L.H.D., LL.D.
Headmaster — 189 Main Street
On the Emilie Belden Cochran Foundation — Appointed 1908
Instructor 1908-1933. Elected Headmaster 1933

ALFRED ERNEST STEARNS, A.M., Litt.D., L.H.D., LL.D.
Headmaster Emeritus — "Archmeadow," Danvers

JAMES GOULD, A.B. — 210 Main Street
Treasurer — Elected 1939

HENRY HOPPER — 25 Phillips Street
Associate Treasurer and Comptroller — Appointed 1915

LESTER EDWARD LYNDE, A.M. — 215 Main Street
Dean — Appointed 1901
On the Alfred Lawrence Ripley Foundation

JAMES RUTHVEN ADRIANCE, A.B. — 195 Main Street
Director of Admissions and Assistant Dean — Appointed 1934

ROBERT WHITTEMORE SIDES, A.B. — Hidden Field
Assistant Director of Admissions — Appointed 1938
Instructor in Mathematics

GEORGE GRENVILLE BENEDICT, A.M. — 193 Main Street
Registrar — 1930-1932, re-appointed 1933
Instructor in English

RICHARD SAWYER PIETERS, A.M. — Day 29
Assistant Registrar — Appointed 1938
Instructor in Mathematics

*PHILIP KIRKHAM ALLEN, A.B.	1 Highland Road
ASSISTANT REGISTRAR	Appointed 1936
Instructor in English	
*JOHN BROMHAM HAWES, III, A.B.	
ASSISTANT REGISTRAR	Appointed 1934
Instructor in English	
ROBERT EDWARD MAYNARD, S.B.	1 Judson Road
EXCUSING OFFICER	Appointed 1931
Instructor in Mathematics	
ALAN ROGERS BLACKMER, A.M.	80 Bartlet Street
DIRECTOR OF THE SUMMER SESSION	Appointed 1925
Instructor in English	
ALICE THACHER WHITNEY	27 Highland Road
RECORDER	Appointed 1902

The Administration Offices are in George Washington Hall.

Office hours—Week days, 9 A.M. to 12 Noon, and (except Saturday) 2 P.M. to 5 P.M. Appointments should be made in advance, if possible.

*On leave of absence with the armed services of the U. S. A.

FACULTY

CHARLES EMERSON STONE, PH.B. 158 Main Street
Instructor in French, Emeritus

ARCHIBALD FREEMAN, A.M. Cortland, N. Y.
Instructor in History, Emeritus

JAMES CHANDLER GRAHAM, S.B. Wildwood Farm
Instructor in Natural Sciences, Emeritus

JOHN LEWIS PHILLIPS, A.B. Glen Ridge, N. J.
Instructor in Latin, Emeritus

FREDERICK EDWIN NEWTON, PH.B.
Instructor in Mathematics, Emeritus West Hartford, Conn.

FRANK O'BRIEN, A.B. Phillips Street
Instructor in English, Emeritus

HORACE MARTIN POYNTER, A.B. 6 School Street
Instructor in Latin on the Samuel Harvey Taylor Foundation
Appointed 1902

GEORGE FRANKLIN FRENCH, A.M. Hidden Field
Instructor in French Appointed 1907

FREDERICK MAY BOYCE, A.M. 154 Main Stree
Instructor in Physics Appointed 1909

OSWALD TOWER, A.B. 32 Phillips Stree
Instructor in Mathematics Appointed 1910

CARL FRIEDRICH PFATTEICHER, PH.D., TH.D.
Instructor in Music and Philosophy on the Martha Cochran Foundation — 173 Main Street
Appointed 1912

FREDERIC WILLIAM HEATON STOTT, A.B.
Instructor in English — Williams Hall
Appointed 1912

MONTVILLE ELLSWORTH PECK — 1 Highland Wayside
Physical Director — Appointed 1916

ROY EVERETT SPENCER, A.B. — 21 Phillips Street
Instructor in English — Appointed 1917

LESTER CHARLES NEWTON, A.M. — 29 Highland Road
Instructor in French — Appointed 1918

FRANK MAY BENTON, A.B. — 9 Salem Street
Instructor in Latin on the John Charles Phillips Foundation
Appointed 1918

WINFIELD MICHAEL SIDES, S.B. — 89 Bartlet Street
Instructor in Mathematics on the Alfred Ernest Stearns Foundation
Appointed 1919

RAY ARTHUR SHEPARD, S.B. — Foxcroft 13
Director of Physical Education — Appointed 1919

ROSCOE EDWIN DAKE, S.B. — Hidden Field
Instructor in Chemistry on the George Peabody Foundation
Appointed 1921

JOHN SEDGWICK BARSS, A.M. — Hidden Field
Instructor in Physics — Appointed 1923

*M. LAWRENCE SHIELDS, A.B.
Instructor in Biology on the Cecil F. P. Bancroft Foundation
Appointed 1923

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*On leave of absence with the armed services of the U. S. A.

GUY JOHNSON FORBUSH, A.B. Bartlet 5
Instructor in French 1917-1920, re-appointed 1924

ALAN ROGERS BLACKMER, A.M. 80 Bartlet Street
Instructor in English on the Jonathan French Foundation
Appointed 1925

SCOTT HURTT PARADISE, A.M. Hidden Field
Instructor in English 1924-1925, re-appointed 1926

KENNETH SMITH MINARD, A.M. 17 Salem Street
Instructor in History Appointed 1928

GEORGE KNIGHT SANBORN, A.B. Rockwell House
Instructor in Mathematics Appointed 1928

DIRK HUGO VAN DER STUCKEN Paul Revere 6
Instructor in German Appointed 1928

EMORY SHELVY BASFORD, A.B. Bartlet 18
Instructor in English Appointed 1929

ALFRED GRAHAM BALDWIN, A.B., B.D. Hidden Field
School Minister and Instructor in Religion Appointed 1930

ROBERT EDWARD MAYNARD, S.B. 1 Judson Road
Instructor in Mathematics Appointed 1931

ALLAN THOMPSON COOK, A.B. Bishop 30
Instructor in English Appointed 1932

LEONARD FRANK JAMES, A.M. 6 Highland Road
Instructor in History Appointed 1932

LIONEL DENIS PETERKIN, A.M. 25 Hidden Road
Instructor in Latin on the Elizabeth Milbank Anderson Foundation
Appointed 1932

FREDERICK ELLSWORTH WATT, S.B. Day 8
Instructor in Mathematics Appointed 1932

GEORGE GRENVILLE BENEDICT, A.M. 193 Main Street
Instructor in English 1930-1932, re-appointed 1933

DOUGLAS SWAIN BYERS, A.M. Phillips Street
Instructor in Anthropology Appointed 1933

ARTHUR BURR DARLING, Ph.D. 238 Main Street
Instructor in History on the Ammi Wright Lancashire Foundation
1917-1918, re-appointed 1933

BARTLETT HARDING HAYES, Jr., A.B. Phillips Street
Instructor in Art Appointed 1933

ROGER WOLCOTT HIGGINS, A.M. Hidden Field
Instructor in English Appointed 1933

*ALSTON HURD CHASE, Ph.D.
Instructor in Greek Appointed 1934

*NORWOOD PENROSE HALLOWELL, Jr., A.B.
Instructor in English Appointed 1934

FRANK FREDERIC DI CLEMENTE, S.B. Cheever House
Instructor in the Department of Physical Education and Assistant in Biology Appointed 1935

JAMES HOOPER GREW, A.B. 169 Main Street
Docteur ès Lettres de l'Université de Paris
Instructor in French Appointed 1935

HENRY PRESTON KELLEY, A.M. 3 Hidden Road
Instructor in Spanish 1918-1928, re-appointed 1935

REGINALD ISAAC WILFRED WESTGATE, M.A. Oxon., Ph.D. 25 Highland Road
Instructor in Latin Appointed 1935

*On leave of absence with the armed services of the U. S. A.

*PHILIP KIRKHAM ALLEN, A.B. 1 Highland Road
Instructor in English Appointed 1936

*FREDERICK SCOULLER ALLIS, Jr., A.M.
Instructor in History Appointed 1936

*WILBUR JOSEPH BENDER, A.M.
Instructor in History Appointed 1936

CHESTER ARCHIBALD COCHRAN, A.M. Bancroft 1
Instructor in French Appointed 1936

GEORGE LITTLE FOLLANSBEE, A.B. Andover 7
Instructor in Biology Appointed 1936

*HERBERT LEIGH KINSOLVING, A.M.
Instructor in Mathematics Appointed 1936

OTIS CHASE SEVERANCE, S.B. 12 Highland Road
Instructor in Mathematics Appointed 1936

FLOYD THURSTON HUMPHRIES, A.B. 147 Main Street
Instructor in French Appointed 1937

HART DAY LEAVITT, A.B. 12 School Street
Instructor in English Appointed 1937

MILES STURDIVANT MALONE, Ph.D. Taylor Hall
Instructor in History Appointed 1937

*WILLIAM HAYES BROWN, A.B.
Instructor in English Appointed 1938

RICHARD SAWYER PIETERS, A.M. Day 29
Instructor in Mathematics Appointed 1938

ROBERT WHITTEMORE SIDES, A.B. Hidden Field
Instructor in Mathematics Appointed 1938

*On leave of absence with the armed services of the U. S. A.

NORMAN ÉTIENNE VUILLEUMIER, A.B. Paul Revere 23
Instructor in English Appointed 1938

*JOHN BROMHAM HAWES, III, A.B.
Instructor in English 1933-1936, re-appointed 1939

JOHN KINGSBURY COLBY, A.M. Taylor Hall
Instructor in Latin and Greek Appointed 1940

*HARPER FOLLANSBEE, A.B.
Assistant in Biology Appointed 1940

PATRICK MORGAN, A.B. 141 Main Street
Instructor in Art Appointed 1940

WALTER GIERASCH, A.B. Johnson Hall
Instructor in English Appointed 1941

DUDLEY FITTS, A.B. Adams Hall
Instructor in English Appointed 1941

FRANCIS BERTRAND McCARTHY, A.B. Adams Hall
Instructor in English Appointed 1941

SUMNER CHASE COBB, S.M. Bishop 10
Instructor in Mathematics Appointed 1942

DOUGLAS MANSOR DUNBAR, A.B. Rockwell House
Instructor in Mathematics and German Appointed 1942

ALBERT JAMES FILLMORE, Mus.M., A.M. Stuart House
Assistant in Music Appointed 1942

JOHN LOXLEY FIRTH, Ph.D. Eaton 7
Instructor in French and Spanish Appointed 1942

THOMAS JOHN JOHNSON, S.B. Jackson House
Associate in Physical Education Appointed 1942

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*On leave of absence with the armed services of the U. S. A.

ANTON KISHON, S.B.	Junior House
Instructor in Chemistry and Mathematics	Appointed 1942
EVAN ALBERT NASON, A.B.	Salisbury House
Instructor in Mathematics	Appointed 1942
PHILIP POTTER, A.M.	Tucker House
Instructor in History	Appointed 1942
GEORGE BRADFORD WEATHERBEE, A.M.	Draper 4
Instructor in English	Appointed 1942
LAWRENCE EDWARD WILLARD, JR., A.B.	Williams Hall
Instructor in English	Appointed 1942
GEORGE ALBERT WINSLOW, A.B.	Williams Hall
Instructor in English and Art	Appointed 1943
ROBERT HASKELL CORY, Jr., A.M.	Tilton House
Instructor in History	Appointed 1943
NORMAN BROOKS FLOYD, Ph.D.	Pemberton 4
Instructor in History	Appointed 1943
JOHN PAYSON LANE, S.B.	Carter House
Instructor in Physics and Chemistry	Appointed 1943
ALEXANDER HAY LEHMANN, Jr., A.B.	Williams Hall
Instructor in English	Appointed 1943
EDWARD LESLIE MAYO, A.M.	Johnson Hall
Instructor in English	Appointed 1943
EDMUND JOHN SCHUBERT, S.B.	3 Highland Wayside
Associate in Physical Education	Appointed 1943
ROBERT BATES TAYLOR, A.M.	Bancroft Hall
Instructor in French	Appointed 1943

ELBERT COOK WEAVER, A.M. 143 Main Street
Instructor in Physics and Chemistry Appointed 1943

OLIVER WENDELL HOLMES LIBRARY

MRS. THERESA WALLEY RICHARDSON, S.B.
Librarian 23 Salem Street

RUTH BROWN, A.B. 82 Elm Street
Chief Cataloguer and Custodian of the Charles H. Forbes Collection of Vergiliana

ELIZABETH EADES, A.B., S.B. 67 Bartlet Street
Reference Librarian

ELIZABETH M. BOYCE, S.B. 154 Main Street
Assistant in the Library

VIRGINIA REMINGTON North Main Street
Secretary in the Library

ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

DOUGLAS SWAIN BYERS, A.M. Phillips Street
Director

FREDERICK JOHNSON, S.B. 1 Woodland Road
Curator

ALFRED VINCENT KIDDER, PH.D. *Research Associate in Southwestern Archaeology*	Beverly Farms
EVELYN WILLETT *Secretary and Librarian*	Haverhill

ADDISON GALLERY OF AMERICAN ART

BARTLETT HARDING HAYES, JR., A.B. *Director*	Phillips Street
JANE SABERSKY *Registrar*	54 Abbot Street
HELEN M. O'BRIEN *Secretary*	100½ Main Street

THE DEPARTMENT OF HEALTH

JAMES ROSWELL GALLAGHER, M.D. *School Physician*	51 Highland Road
THOMAS JOHN JOHNSON, S.B. *Associate in Physical Education*	Jackson House
EDMUND JOHN SCHUBERT, S.B. *Associate in Physical Education*	3 Highland Wayside
KATHRYN PARK, R.N., B.N. *Head Nurse*	The Isham Infirmary
MRS. MILDRED B. PLUNKETT *Assistant in Language Training*	South Main Street
MURIEL BAKER, A.B. *Assistant in Language Training*	Boston

MRS. MARION COLE — North Main Street
Secretary to the School Physician

THE DEPARTMENT OF ATHLETICS

RAY ARTHUR SHEPARD, S.B. — Foxcroft 13
Director of Athletics

STEPHEN STANLEY SOROTA, S.B. — 254 Main Street
Coach of Football

EDWARD FRANCIS FLANAGAN, S.B. — By-Pass
Assistant Coach of Football and Track

JOHN WILLIAM MEANY, S.B. — Jamaica Plain
Assistant Coach of Football

RICHARD CUSTER KNIGHT, A.B. — Melrose
Coach of Hockey

OTHER OFFICERS

E. ROSAMOND GREENWOOD, A.B. — Lawrence
Secretary to the Headmaster

NETTIE I. CROSBY — Lawrence
Assistant Secretary to the Headmaster

ANN S. LESLIE — 100 Highland Road
Secretary to the Treasurer

EVELYN JENKINS, A.B. — Ballardvale Road
Secretary to the Dean

RUTH M. WHITEHILL — Porter Road
Secretary to the Registrar and Director of the Bureau of Self-Help

MRS. EUNICE L. DAILEY *Accountant*	41 Summer Street
MARION E. HILL *Secretary in the Purchasing Department*	93 Central Street
MRS. ISABEL R. MURPHY *Secretary in the Maintenance Department*	Ballardvale
MRS. HELEN B. CANNON *Alumni Recorder*	54 Salem Street
MRS. RUTH A. WHITE *Secretary to the Associate Treasurer*	7 Cedar Road
MRS. MARY W. MORRISON *Matron of Williams Hall*	Williams Hall
ROBERT A. LEETE *Manager of the Commons*	254 Main Street
MRS. ELEANOR H. KESNER *Dietitian of the Commons*	26 Salem Street

ACADEMY PREACHERS 1943-1944

September	26	Dr. Claude M. Fuess
October	3	Rev. A. Graham Baldwin
	10	Rev. Markham W. Stackpole
	17	Rt. Rev. Henry W. Hobson
	24	Rev. Lewis Henry Davis
	31	Rev. James Gordon Gilkey
November	7	Rev. A. Graham Baldwin
	14	Dr. Alfred E. Stearns
	21	Dr. Allan V. Heely
	28	Chaplain C. Leslie Glenn
December	5	Rev. A. Graham Baldwin
	12	Dr. Claude M. Fuess
January	9	Rev. Edwin J. van Etten
	16	Dr. Everett Case
	23	Rev. Emerson G. Hangen
	30	Rev. A. Graham Baldwin
February	6	Rev. Howard Rubendall
	13	Rev. Reuben F. Pieters
	20	Rev. Charles R. Brown
	27	Rev. Willard L. Sperry
March	5	Rev. A. Graham Baldwin
April	9	Dr. Rufus Jones
	16	Rev. A. Grant Noble
	23	Rev. Howard Thurman
	30	Rev. Malcolm K. Burton
May	7	Rev. A. Graham Bladwin
	14	Rev. Carl H. Elmore
	21	Rev. Sidney Lovett
	28	Rev. A. Graham Baldwin
June	4	Dr. Claude M. Fuess

HISTORICAL SKETCH

PHILLIPS ACADEMY is situated at Andover, in the County of Essex, Massachusetts. The Constitution and original deed of gift of the Academy was signed April 21, 1778, by Esquire Samuel Phillips, of the north parish of Andover, and his brother, John Phillips, LL.D., of Exeter, New Hampshire, in the presence, and largely at the instance, of Samuel Phillips, Jr. (then but twenty-six years old), afterward judge of the Court of Common Pleas for Essex County, president of the Massachusetts Senate, and lieutenant governor of the Commonwealth. By this act the Trustees of Phillips Academy became owners of the land in the south parish of Andover on which the chief buildings of the school now stand, together with other endowment comprising further lands in Andover, two hundred acres in Jaffrey, New Hampshire, and the sum of one thousand six hundred and fourteen pounds.

The Constitution, which sets forth in detail the plan for the School and the obligations of the Trustees and Master, was written by Samuel Phillips, Jr., with the advice and aid of his friend, Eliphalet Pearson, who became first Master. The following passages are characteristic:

> A serious consideration of the premises, and an observation of the growing neglect of *youth*, have excited in us a painful anxiety for the event, and determined us to make, in the following Conveyance, a humble dedication to our Heavenly Benefactor of the ability, wherewith he hath blessed us, to lay the foundation of a public free School or Academy for the purpose of instructing Youth, not only in English and Latin Grammar, Writing, Arithmetic, and those Sciences, wherein they are commonly taught, but more especially to learn them the *great end and real business of living*.
>
> The Master is to give special attention to the health of the scholars, and ever to urge the importance of a habit of industry.
>
> But above all, it is expected that the Master's attention to the disposition of the *minds* and *morals* of the youth under his charge will exceed every other care; well considering that, though goodness without knowledge (as it respects

others), is weak and feeble, yet knowledge without goodness is dangerous, and that both united form the noblest character, and lay the surest foundation of usefulness to mankind.

This Seminary shall be ever equally open to youth of requisite qualifications from every quarter.

And, in order to prevent the smallest perversion of the true intent of this Foundation, it is again declared, that the *first* and principal object of this Institution is the promotion of true Piety and Virtue; the *second*, instruction in the English, Latin, and Greek languages, together with Writing, Arithmetic, Music, and the Art of Speaking; the *third*, practical Geometry, Logic, and Geography; and the *fourth*, such other of the Liberal Arts and Sciences or Languages as opportunity and ability may hereafter admit, and as the Trustees shall direct.

By the Act of Incorporation, passed by the General Court, October 4, 1780, the Trustees were authorized to hold real estate to an annual value of five hundred pounds and personal estate to an annual value of two thousand pounds, "both sums to be valued in silver at the rate of six shillings and eight pence by the ounce."

The School was opened for instruction April 30, 1778, in a building which had earlier been used as a joiner's shop. The first preceptor was Eliphalet Pearson (1778-1786), a stimulating teacher and stern disciplinarian who established high standards of instruction. Shortly before he resigned to become professor at Harvard College, a new and larger wooden school-house was built. On November 5, 1789, George Washington, President of the United States, visited Andover, and addressed the students assembled on the Old Training Field. In 1808 Andover Theological Seminary for the professional training of Congregational ministers was established, largely through the efforts of the Phillips family and Dr. Pearson, and this new foundation was committed to the Trustees of Phillips Academy. In 1907 the theological trusts were transferred to a newly created independent board of trustees, and in 1908 Andover Theological Seminary was removed to Cambridge.

The fourth principal, John Adams (1810-1833), raised the repute of the school, increased the attendance, and enlarged the number of teachers. The second school-house was burned on January 28, 1818, and a new brick Academy designed by the famous architect Bulfinch was erected within a year. This "classic hall," described in Oliver Wendell Holmes's centennial poem, *The School Boy*, is still in use. In 1834-36 the dormitories known to so many generations of Phillips boys as "Latin Commons" and "English Commons" were built under the direction of Samuel Farrar, treasurer of the Academy.

Samuel H. Taylor, whose reign of thirty-three years is as yet the longest in the school history, was elected principal in 1838. He was a strong and vigorous personality, who made an enduring impression on all who came under his influence. In 1866 a new Academy Building was erected through the gifts of many friends; it was afterward twice reconstructed, and finally razed in 1928. Dr. Taylor died on January 29, 1871, in the vestibule of the Academy.

The modern period of the School's history began in 1873 with the arrival of Cecil F. P. Bancroft, a man of foresight and clear vision, patience and shrewd discrimination, who was principal until his death in 1901. He made a complete revision of the curriculum, greatly broadening the range of studies and enabling the school to meet the entrance requirements of any college or scientific school, and he gathered about himself a larger and more efficient body of teachers. The attendance increased: in 1873 there were 262 pupils; in 1895, 524; and after 1892 the number never dropped below 400. Dr. Bancroft also strove to secure additions to the equipment; dormitories, a good laboratory, and the Borden Gymnasium were built through his efforts.

On June 5 and 6, 1878, Phillips Academy celebrated its centennial anniversary with elaborate exercises. At this time a fund of one hundred thousand dollars was raised, partly for the endowment of the principal's chair and for one in Latin.

In 1901 the Trustees accepted a museum and large foundation for research in American Archaeology, the gift and legacy of Robert Singleton Peabody and his wife, Margaret Augusta Peabody.

Dr. Bancroft was succeeded in 1902 by Alfred E. Stearns, whose title was changed to Headmaster in 1928. The purchase in 1908 of the lands and buildings of Andover Theological Seminary greatly increased the resources of the Academy and made possible new development. During the first World War the ambulance unit of Phillips Academy, which sailed overseas in April 1917, was the first to be organized by any American school. Of the alumni two thousand three hundred were enrolled in the military or naval service of the United States or its allies. The Memorial Tower, with a carillon of bells, commemorates the loyalty of the eighty-seven who gave their lives for their country. In 1920 more than one and a half million dollars was contributed by alumni and friends of the school, and from one-third of this fund Samuel Phillips Hall was built and the centre of the School permanently fixed in its present site. In the later years before that event, and in years succeeding, many other important buildings were given to the Academy, and the devotion of its alumni and friends has enlarged its endowment.

On May 18 and 19, 1928, Phillips Academy observed its sesquicentennial anniversary, at which the principal address was made by Calvin Coolidge, President of the United States.

The Sesquicentennial ushered in a period of physical expansion unexampled in the history of the school. Within four years Samuel F. B. Morse Hall, Paul Revere Hall, the Oliver Wendell Holmes Library, the Moncrieff Cochran Sanctuary, the Commons, the Andover Inn, the Addison Gallery of American Art, and the Cochran Chapel were all added to the school's equipment. With the addition of these buildings Andover not only became one of the most beautiful schools in America but also gained un-

equalled facilities for stimulating the intellectual and cultural interests of the students. By the Enabling Act of 1929 the Trustees were empowered to hold property, real and personal, without limitation as to amount.

In 1933 Dr. Alfred E. Stearns, for thirty years Headmaster, who more than any other had built up the school's position and reputation, was forced through ill-health to resign. Professor Charles H. Forbes, who for over forty years had been one of Andover's most beloved teachers, assumed the duties of Acting Headmaster. With the death of Dr. Forbes on March 12, 1933, the Trustees appointed Dr. Claude M. Fuess Acting Headmaster, and on May 29 of the same year elected him Headmaster of the school.

During that year the curriculum was revised to its present form, emphasizing history, science, and the fine arts, and making the study of the classical languages optional. This revision was made with the aim not only of meeting changed educational conditions, but more especially of providing a broader cultural background for the pre-college student.

Two valuable additions to the physical equipment of the Academy, Rockwell House and the new wing of the Isham Infirmary, were ready for occupancy in 1935. The remodelling of the interior of Bulfinch Hall, completed in January 1937, provided headquarters for the Department of English. A Teachers' Pension Plan has recently been established through a fund raised by alumni and friends; and gifts from various sources have made possible the addition of many teachers to the staff, with a consequent decrease in the size of classroom sections.

With the outbreak of the second World War the school policies and programs have necessarily been modified to meet government needs; and the process of adjustment is by no means finished. The basic aims of Phillips Academy, as a place where the liberal arts are taught, remain, however, essentially unchanged.

AIMS OF PHILLIPS ACADEMY

The purpose of Phillips Academy, according to its Constitution, signed in 1778, is to teach "the great end and real business of living." Adapted to conditions of modern life, the aim of the modern Academy is essentially that of the older one: so to intensify and broaden the capacities of its students that they may go out into a larger world with trained minds and bodies, adequate cultural resources, high personal ideals, and a sense of responsibility to society.

By long tradition Andover believes in a type of education which makes boys resourceful, self-reliant, and independent. While offering in ample degree a necessary intellectual and moral discipline, it is motivated in its aims by a faith that friendly encouragement and sympathy are the best incentives to solid accomplishment. Recognizing that boys differ markedly one from another, the School makes every effort to adapt its methods to the individual student according to his special needs and aptitudes. Andover is not a place for the indolent or for those who still need guidance at each step of daily living; but normal boys of sound mind and character are fully able to meet and profit by the demands of its life.

Phillips Academy is dedicated to sound scholarship. It endeavors first of all to stimulate in its students a worth while curiosity about things of the mind,—to induce in boys a desire to educate themselves. It expects its students to acquire useful knowledge. It fosters the development of discriminating judgment and independence of thought. And through varied work in literature, music, and the arts, creative as well as appreciative, Andover tries to cultivate the imaginations and emotions of its boys.

Andover boys mingle socially with other boys from all sections of the country, some rich and some working for their education,

but all valued for themselves rather than for their positions or their antecedents. In their dormitory lives they are gradually given freedom commensurate with their age and experience. The relationship between boys and masters is one of mutual confidence and friendly coöperation. Through their intimate contacts with a cross section of American youth and association with the Faculty in their homes, Andover students may acquire social poise and confidence. Through participation in the school's extra-curricular activities, they may develop initiative and the power of leadership.

From its inception Andover has had as a primary aim the development of character. Today, as yesterday, it continues to promote the ideals of personal integrity and unselfish service which give point and direction to its whole educational policy. Its religious life, in harmony with modern thought, is a vital force in the Academy.

Phillips Academy is a liberal modern school with an ancient tradition. Its roots are in the past, from which it draws nourishment. But its spirit is that of the present, and it is always looking toward the future. Without embracing untested theories of education, it is on the alert to discover and utilize better methods for training American boys for service and leadership in modern American life.

THE COURSE OF STUDY

The curriculum of Phillips Academy provides instruction in several fields for every boy. It aims to consider the tastes, ambitions, and abilities of the individual boy without omitting in other fields those contacts which will be essential for sympathetic and intelligent reactions to the life about him. It is planned for boys who will enter college and scientific school, and instruction

is given in all subjects required for entrance to higher institutions. Class-room groups are small enough to permit individual attention. Students are placed in sections fitted to their attainment and ability.

The program of studies is given in detail on pages 41-45, but it may be noted here that boys who take the full four-year course usually study English during each of the four years, history during each year, mathematics for at least three years, science for at least two years, and foreign languages during at least three years. They also complete additional work in one or more of these fields. Furthermore, in the Lower Middle year they study the development of religious ideas; in the Upper Middle year they take a course in the appreciation of art and of music; and in the Senior year they may choose certain of their courses from a long list of elective subjects. Opportunity for practical work in art and in music is also provided.

During the war emergency, certain courses providing specialized training for military service have been added, and the content of others has been altered for the same general end; but the basic curriculum has been and will be maintained. The program continues to be fully preparatory for all colleges, scientific schools, and service schools.

It is highly desirable that applicants, in particular those for the Upper Middle and Senior Classes, should familiarize themselves at the earliest possible date with the entrance requirements of the colleges which they may wish to enter.

CLASS OFFICERS

Every boy is assigned to a Class Officer, who advises in the selection of a course of study designed both to fulfill college entrance requirements and to meet the student's special interests.

The Class Officer also assists in arranging schedules, and recommends such subsequent changes in schedule as are necessary or desirable.

PLAN OF RESIDENCE

Andover students live together in the academy dormitories or in faculty houses. Each dormitory or house is under the close supervision of the instructor who lives in it. Boys may room alone or with a roommate. The youngest boys live in the Williams Hall unit,—dormitories with their own dining hall, group of proctors, and special regulations. The more mature Juniors live in Rockwell House. In these buildings the boys receive the special care suited to their age. As boys make a successful transition from the home to school life and learn to use wisely the school's freedom, they move into the larger dormitories.

COUNSELORS

Each Andover student is under the direct charge of a Faculty Counselor, who is usually the master of the house in which the boy lives. This master knows intimately the background, the character, and the standing of each of his boys. With such knowledge of a student's individual needs, this Counselor acts as his friendly advisor in all that concerns his welfare and his happiness.

RELIGION

The religious program of the school is an outgrowth of the belief that education at its best involves the inculcation of ethical idealism and spiritual insight. These qualities are essential in learning "the great end and real business of living." The Headmaster and faculty recognize that the total program of the school should be grounded upon and consistent with the finest ethical and religious values man has discovered. To a certain degree, therefore, Andover's whole educational policy is dominated by a belief in the importance of ethics and religion.

The program of the school includes classroom study and discussion of religion, chapel services, and voluntary student activities of a social and religious nature. *Attendance at daily Assembly and at the church service on Sunday is required. The Sunday Services are conducted by the Headmaster, by the school minister, and by visiting clergymen of various denominations. The Academy Church is a non-sectarian body with membership open to all. The Society of Inquiry and Circle A are student organizations which develop each year their own programs along lines of community welfare work, forum meetings, and discussion groups.

CULTURAL AIMS

Andover has always demanded and will continue to demand a high standard of accomplishment in the prescribed course of study. At the same time the school believes that a boy's interests should be widened as far as possible beyond the subjects of the curriculum. Through the Oliver Wendell Holmes Library, the Robert S. Peabody Foundation for Archaeology, the Addison Gallery of American Art, the Department of Music, and the Moncrieff Cochran Sanctuary the boys are given a chance to interest themselves in subjects which may in later life become delightful hobbies or even major pursuits and professions. The program of lectures and concerts offered by the school is designed not only to provide entertainment and instruction but also to illustrate the

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*Upon written request from their parents or guardians students may be excused from attendance at Sunday Chapel to attend other churches in Andover.

truth that people in the world outside the school, men and women of international reputation, have found in those subjects with which the boys may become acquainted here, an abiding joy and an absorbing life work.

THE ACTIVITIES PROGRAM

On Mondays, Tuesdays, Thursdays, and Fridays, the hour from one to two o'clock is set aside for non-athletic extra-curricular activities. Boys are then free, if they wish, to participate in any hobby they desire,—printing, wood-working, model planes and railroads, studio art, radio, communications, typewriting, and dramatics,—for all of which some equipment and instruction are provided. Some boys do special laboratory work or special reading or participate in small groups in oral practice of French, German, and Spanish. Others work on the publications, or sing in the Glee Club or play in the Orchestra or Band. Trips are arranged for the Outing Club on free afternoons, and also for groups with some special social or cultural interest. There are groups for the study of First Aid, Coastal Piloting, Rifle Shooting, and other interests appropriate to war time. The program is purely voluntary, but every encouragement is given to boys who wish to pursue a healthful and useful hobby.

LECTURES AND CONCERTS

During each school year a varied program of lectures and entertainments is given, without charge to members of the student body, in the Meeting Room in George Washington Hall. In recent years eminent speakers at the Academy have included Margaret Bourke-White, John Mason Brown, Lewis W. Douglas, Robert Frost, Robert M. Hutchins, Rockwell Kent, John Kieran, Carl Sandburg, George E. Sokolsky, Norman Thomas, Alan Villiers, Bradford Washburn, and Frank Lloyd Wright. Among the noted concert artists who have appeared on the stage of the Meeting Room are Richard Crooks, Roland Hayes, Lotte Lehmann, John McCormack, Kerstin Thorborg, the Don Cossacks; Percy Grainger, Vladimir Horowitz, Jose Iturbi, Luboshutz and Nemenoff, Sergei Rachmaninoff; Mischa Elman, Fritz Kreisler, Joseph Szigeti, and Efrem Zimbalist. Other well-known entertainers have included La Argentina, Helen Howe, The Trudi Schoop Ballet, The Ted Shawn Dancers, and Cornelia Otis Skinner.

In addition to this regular annual program of entertainments, numerous informal talks are given by faculty members and outside speakers for interested groups of students, and the stage of the Meeting Room is used for presentations by the Academy Dramatic Club and by the Latin and French Players. On Saturday evenings and special occasions motion pictures are shown in the Meeting Room, and frequent informal student entertainments and speaking contests are also held there.

On Sunday evenings in the Cochran Chapel the Director of Music regularly plays an informal, half-hour organ recital on the Martha Cochran Memorial Organ. During the Academic year 1943-44 he is playing the complete organ works of J. S. Bach.

During the fall and spring terms there are frequent carillon recitals upon the thirty-seven bells in the Memorial Tower. The carillon music is often supplemented by a choir of brass instruments.

HEALTH SUPERVISION

Under the supervision of the School Physician a definite program is carefully followed in an effort to prevent disease or to control its spread, to maintain a satisfactory community hygiene, and to diagnose and treat illnesses and injuries which may occur. Every student is given a thorough medical examination at the beginning of each school year, and proper recommendations are made and a report sent to the parents.

The Department of Health supervises the correction of reading disabilities, speech difficulties, and postural defects, and urges parents to call to its attention any evidence of personality traits which might interfere with a boy's optimum adjustment. The body-building program is also under the supervision of this Department.

The Isham Infirmary is a modern, well-equipped small hospital, efficiently managed and attentive to each individual's needs and comfort. Five graduate nurses are in residence during the entire school year, and this number is increased when necessary. Excellent laboratory and X-ray facilities are available.

The illnesses and injuries which arise in the student body are cared for by the School Physician. A staff of consultants, composed of prominent Boston physicians and surgeons, is available. These men also are members of this department's Advisory Board, and they meet and discuss with the School Physician problems and policies of health administration as they arise. At the present time the members of the Advisory Board are Drs. Arthur W. Allen, W. Lloyd Aycock, Franklin G. Balch, J. Dellinger Barney, Donald King, Edwin Place, George Tobey, and George Van Gorder. It is the policy of the department to seek expert advice without hesitation in order to assure the student of the best medical opinion. Cases requiring major surgical procedures are hospitalized in Boston unless the parent prefers otherwise. Parents are notified promptly of any illness and are kept well informed concerning its course. Dr. C. P. Bonin, a Boston dentist who specializes in the straightening of teeth, visits the Infirmary one day each week. Any orthodontia which has been begun at home may be carried on here by this specialist, in cooperation with the student's own dentist.

Every boarding student is required to pay an Infirmary Fee of twenty-five dollars, which entitles him to health supervision and medical care. There is no charge for care of students confined to the Infirmary because of illness, no matter how prolonged the patient's stay, but parents are responsible for the fees of consulting physicians and private nurses in the rare instances when these are necessary. An optional, low-cost medical and surgical reimbursement plan, designed to assist parents in budgeting the expense of hospitalization and consultants' fees, is available to all boarding students. The Academy rules require that each student upon entering school present either a scar of vaccination against smallpox or a physician's certificate stating the date of vaccination, and also evidence of having had a negative Schick Test or of having had the toxoid or toxin-antitoxin prophylaxis against diphtheria. Tetanus toxoid immunization is not compulsory but is strongly advised and will be carried out by the School Physician at any parent's request.

PHYSICAL TRAINING

All students are required to take some form of supervised exercise at least four times a week throughout the school year. In addition, five half-hour periods of body-building per week are required of every boy. Upon entering the School each boy is given a careful physical and medical examination. He is also given a physical efficiency test. If he passes this, he may elect the sport which he desires to follow. If he does not pass it, he is given special developing exercises suited to his particular needs. Special attention is given to those who lack normal development or have postural defects. The greater part of the exercise of the normal boy is taken in the form of sports, either with the School teams or with one of the four athletic groups into which the School is divided in order that students may compete with others of their own size, age, and ability. Special emphasis is placed on conditioning exercises for all school teams and for intramural teams in all sports. No student is allowed to compete on School teams without permission of the Director of Physical Education. The Academy assumes no responsibility for injuries sustained by students while participating in such exercise or sports, except that the School Physician's services shall be rendered and infirmary care provided without charge.

Students are advised to bring their athletic equipment with them when they come.

REQUIREMENTS FOR ENTRANCE

The requirements for admission to Phillips Academy consist of evidence of good character and a satisfactory school record. Because the Academy cannot receive all who apply for admission and who can meet its mimimum requirements, it is necessary to discriminate among the candidates on the basis of their records and promise. Geographical distribution and priority of application are among the factors that must be taken into consideration. Candidates for entrance should take examinations as directed by the Admissions Office and each applicant is asked to take a scholastic aptitude test; but the general school record already made determines to a large extent the decision on each application.

Candidates are strongly advised to enter as early in the course as possible. Only a small number can be received in the Senior Class and a slightly larger number in the Upper Middle Class. It is much easier, as well as more profitable, to enter a lower class at the appropriate age than to secure admission to a higher class later.

Students in the Academy arrange their work in accordance with the Course of Study as outlined on pages 41-45. This outline exhibits the work which is done each year by a student who is neither behind nor ahead of his class in any subject. It is not required that all the studies of a student shall be in the class in which he is rated; he is permitted to take individual subjects below or above that class if his preparation in the prerequisites of those subjects justifies such action. But usually a student is not permitted to take courses in one class to the exclusion of uncompleted courses in a lower class, except in subjects continuing through successive years.

The examinations ordinarily required for entrance to the different classes are specified below. Each candidate should take the examinations for which his previous work fits him, irrespective of the class groups in which the subjects are listed.

JUNIOR CLASS

Boys of good scholastic ability should be able to enter the Academy when they have completed the work of the eighth grade and have reached the age of thirteen or fourteen. Their attainments in their studies will be estimated from their school records and from entrance examinations in Arithmetic and in English, which all candidates for the Junior Class are required to take. The examination in Arithmetic covers common and decimal fractions, square root, denominate numbers, percentage, and interest. The examination in English tests the candidate's knowledge of grammar and his ability to write a clear and idiomatic composition of about three hundred words in length. The examination in grammar covers the parts of speech and the standard uses of words, phrases, and clauses in the sentence. The quality of the composition determines whether the candidate shall pass or fail the examination. His proficiency in grammar determines the section in which he shall be placed.

Some acquaintance with a foreign language is helpful; although not essential, it is recommended. Boys who have a sufficient knowledge of Latin or French to enter an advanced section of Latin 1 or French 1 should write an entrance examination in Latin or French also; and those who are prepared to enter an advanced section of Mathematics 1 should write (in conjunction with the Arithmetic paper) the entrance examination in Algebra set for that purpose. The Latin and French examinations will be based on the Latin Beta and French 1 requirements of the Secondary Education Board; and the Algebra paper will be upon the topics covered in Parts I of Chapters I-XI of Durell and Arnold's *First Book in Algebra* (Merrill)—enlarged edition.

In place of its own examinations the Academy accepts certain examinations of the Secondary Education Board. The Board's Mathematics III Arithmetic or Mathematics III Algebra or Mathematics III Comprehensive and English III are accepted for entrance to the Junior Class. Boys who score sufficiently well on the Board's Latin Beta paper will be placed in advanced sections of Junior Latin; those who qualify on its French I paper will be placed in an advanced section of Junior French.

LOWER MIDDLE CLASS

For entrance to the regular work of the Lower Middle year, examinations are required on the work of the Junior year in Algebra, in English, and in foreign language. This work is outlined on pages 42 and 44 and is described in pages 46-71. Credit for the History and Science of the Junior year may be granted on the school record without examination.

In place of its own examinations the Academy accepts certain examinations of the Secondary Education Board. Its Mathematics IV, English IV, Latin Gamma, and French III examinations are accepted for entrance to Mathematics 2, English 2, Latin 2, and French 2 respectively.

UPPER MIDDLE CLASS

Candidates for the Upper Middle Class should write ordinarily the Academy's examinations for entrance to English 3, *Mathematics 3A or 3B, and also examinations in other subjects amounting to four or in some instances to three units. Most candidates should write examinations covering two units of one foreign language and one or two units of a second foreign language.

Boys who have maintained consistently high records at their previous schools may apply for entrance without examinations other than the scholastic aptitude and English tests.

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*The examination for entrance to Mathematics 3A will cover the work of the Academy's Mathematics 2 course, outlined on page 61.

The examination for entrance to Mathematics 3B will cover the work in Plane Geometry as outlined in the Academy's Mathematics 3A course on page 62.

SENIOR CLASS

Candidates for admission to the Senior Class must secure credits which cover the work of the Academy's three lower years or its equivalent. Examinations set by the Academy in English and in other subjects studied by the candidate in the current school year are usually required.

Boys who have maintained consistently high records at their previous schools may apply for entrance without examinations other than the scholastic aptitude and English tests.

An accelerated program, for Seniors who will be subject to induction into the armed forces before the close of the regular school year 1944-1945, will be offered in conjunction with the Andover Summer Session.* Complete information about this program may be secured from the Director of Admissions.

PROCEDURE IN APPLYING

In making application for admission to the Academy the form in the back of this catalogue should be filled out carefully and completely and forwarded to the Director of Admissions, together with a small photograph or snapshot of the boy. Two or three letters from people other than the applicant's school principal should be sent in directly from the writers to the Academy at the earliest possible date. These letters are most useful when they come from teachers, scoutmasters, camp directors, and others who have had an opportunity to observe the boy on frequent occasions and can write in some detail. Whenever possible, it is desirable that boys come to Andover for an interview. Appointments for such interviews should be made in advance.

Complete official records of the applicants' work and standing in schools formerly attended are required. The Academy generally sends a preliminary request for this information immediately on receipt of the final application form.

*See page 85.

Each candidate should take in June such examinations as the requirements outlined on pages 36-39 demand. Boys should not count on qualifying by means of September examinations without definite assurance from the school authorities of the possibility of their admission in this way.

Rooms are assigned to incoming students in August, in the order in which their admission applications are filed.

Parents are referred to the section on Health Supervision (pages 32-34) for the Academy's regulations regarding immunization against certain infectious diseases.

ENTRANCE EXAMINATIONS

The Phillips Academy entrance examinations will be held on Monday, Tuesday and Wednesday, June 12, 13, and 14, 1944. The schedule of hours is announced in May. The examinations will be given as follows:

in Andover: Samuel Phillips Hall, Phillips Academy;
in New York: Room 309 School of Business Building, Columbia University;
in other cities by special arrangement.

For examinations in Andover there is a fee of $2.00. For those taken elsewhere a fee of $5.00 is required.

The Secondary Education Board's examinations (which may be used for entrance to the Junior and Lower Middle classes) will be given in many cities on May 31 and June 1.

On Tuesday, September 19, 1944, the Academy examinations will be held in Andover only, at 9.00 A.M., according to a schedule of rooms and hours announced at that time.

A pamphlet of the Academy's 1943 examination papers, which contains most of the examinations given in June of that year, will be supplied upon request.

COURSE OF STUDY

1943-1944

*SYNOPSIS OF COURSES

As the curriculum is planned to effect a progressive development, it is desirable for the student to take the entire course in the Academy. Admissions to the two upper classes are therefore limited.

In choosing his course of study, the student should consider as early as possible what college or technical school he intends to enter. A proper choice of course and of elective subjects will prepare fully for any higher institution.

The special needs of individual boys for war preparation are cared for by vote of the Faculty. The courses as outlined in the following tables are subject to modification to meet the requirements of government directives.

In the following synopsis, the courses designated by double letters—EE, FF, GG—provide for the study of two foreign languages instead of one in the Junior year. They are reserved for students whose previous achievement in foreign languages has been distinguished, and may be elected only by permission of the Academy.

Physical Training (4 hours a week) is required of all students.

The numbers immediately following a subject indicate successive courses. The courses are described on pages 46-72.

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*See page 36, third paragraph.

COURSE D		COURSE E		COURSE F	COURSE G	
Latin and Greek		†*Latin and French*		*Latin and German*	†*French and German*	
JUNIOR						
Latin 1	5	Latin 1	5	Like E except that languages are Latin and German	French 1 *or* German 1	5
Mathematics 1	5	Mathematics 1	5		Mathematics 1	5
English 1	4	English 1	4		English 1	4
El. Science	3	El. Science	3		El. Science	3
History 1	3	History 1	3		History 1	3
	20		20			20
LOWER MIDDLE						
Latin 2	4	Latin 2	4		French 2 *or* German 2	4
Greek 1	4	French 1	4		German 1 *or* French 1	4
Mathematics 2	4	Mathematics 2	4		Mathematics 2	4
English 2	4	English 2	4		English 2	4
Religion	2	Religion	2		Religion	2
History 2	2	History 2	2		History 2	2
	20		20			20

UPPER MIDDLE					
Latin 3	5	Latin 3	5	French 3 *or* German 3	
		or *Science	4	*or* *Science	4
Greek 2	5	French 2	4	German 2 *or* French 2	4
Mathematics 3	4	Mathematics 3	4	Mathematics 3	4
English 3	3½	English 3	3½	English 3	3½
History 3	3	History 3	3	History 3	3
		Art and Music	2	Art and Music	2
	—		—		—
	20½		21½ *or* 20½		20½
Art and Music (*Elective*)	2				
SENIOR					
English 4	4	English 4	4	English 4	4
Two of		History 4	5	History 4	5
Greek 3	4	*Science (if not taken in U. M.)	4	*Science (if not taken in U. M.)	4
*Science	4				
History 4	5				
	—		—		—
‡Electives to total	19	‡Electives to total	19	‡Electives to total	19

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*viz: Biology *or* Chemistry *or* Physics

†When advisable, Spanish may be the second language in this course. (See footnote on page 56).

‡In general, the minimum foreign language requirement in each course is three years of one foreign language and two years of a second foreign language. See page 45 for list of Senior Electives.

COURSE H *German and Greek*		COURSE I *French and Greek*	COURSE †EE		COURSE FF	COURSE †GG
JUNIOR			For explanation of double-letter courses see page 41			
German 1	5	Like H except that languages are French and Greek	Latin 1	5	Like EE except that languages are Latin and German	Like EE except that languages are French and German
Mathematics 1	5		Mathematics 1	5		
English 1	4		English 1	4		
El. Science	3		French 1	4		
History 1	3		History 1	3		
	—			—		
	20			21		
LOWER MIDDLE						
German 2	4		Latin 2	4		
Greek 1	4		French 2	4		
Mathematics 2	4		Mathematics 2	4		
English 2	4		English 2	4		
Religion	2		Religion	2		
History 2	2		El. Science	2		
	—			—		
	20			20		
UPPER MIDDLE						
German 3 *or* *Science	4		Latin 3	5		
Greek 2	5		*or* *Science	4		
Mathematics 3	4		French 3 *or* Greek 1	4		
English 3	3½		Mathematics 3	4		
History 3	3		English 3	3½		
Art and Music	2		History 3	3		
			Art and Music	2		
	—			—		
	21½			21½ *or* 20½		

SENIOR

English 4	4	English 4	4
History 4	5	History 4	5
*Science (if not taken in U. M.)	4	*Science (if not taken in U. M.)	4
	—		—
‡Electives to total	19	‡Electives to total	19

*viz: Biology *or* Chemistry *or* Physics

When advisable, Spanish may be the second language in this course. (See footnote on page 56.)

‡In general, the minimum foreign language requirement in each course is three years of one foreign language and two years of a second foreign language.

SENIOR ELECTIVES

English 5	3
French 1	4
French 1-2	5
French 3	4
French 3 Special	4
French 3R	2
French 4	4
French 5A	2
French 5B	2
German 1	4
German 1-2	5
German 3	4
German 4A	2
German 4B	2
German 5	2
Greek 1	4
Greek 2	5
Greek 3	4
Latin 1	5
Latin (Cicero)	5
Latin (Vergil)	5
Latin (Horace)	1
Spanish 1	4
Spanish 3	4
History 4	5
History 5	1
History of Civilization	1
Mathematics 4	4
Mathematics 5A	2
Mathematics 5B	2
Mathematics 6	1
Mathematics 7	4
Mechanical Drawing	2
Biology	4
Chemistry	4
Physics	4
Introduction to Art and Music	2
Studio Art	2
Advanced Art	2 or 4
Harmony	2
Piano or Organ	2
Senior Music Appreciation	2
Music Major	4
Religion 2A	2
Religion 2B	2
Aeronautics	2
Anatomy and Evolution	2
Anthropology	2
Communications	1
Navigation	2
Philosophy	2
Public Speaking	2
Social Problems	2

DESCRIPTION OF COURSES

ENGLISH

The main purposes of the English courses are to help boys to write and speak clear, idiomatic English; to understand as fully as possible what they read; to increase the range and depth of their understanding of men and society through knowledge of the best English and American literature; and, in the process of developing standards of judgment and of taste, to find enduring pleasure in reading good books.

In each of the four years of English, boys are sectioned according to their particular aptitudes and preparation. Classes range in size from ten to fifteen boys. Individual conferences at frequent intervals constitute an important part of the work. The above provisions make possible an adaptation of the work of each course to the needs and capacities of classes and of individuals. Boys assigned to honor sections are thus enabled to cover the ground more rapidly and thoroughly and to exercise more freely their individual abilities.

Throughout the English program stress is laid upon the operations of language,—on the ways in which words are used, in speech and in writing, to convey meanings. To provide concentrated training in the basic skills of reading, writing, and speaking, without reasonable mastery of which effective work in school or college is difficult, certain hours, noted in the course descriptions below, are set aside for that specific purpose.

The following is a brief summary of the main emphases and kinds of work done in each of the four required years of English. It should be noted that a syllabus of the work covered by any given year of English cannot be given here. Although continuity is maintained throughout the English program and the main

emphases for each course are established by the Department, selection of specific teaching materials and methods of instruction are frequently left to the individual teacher so that he may shape his course most effectively to the needs and background of his class. Consequently texts vary from year to year and from teacher to teacher. No one class will read all of those listed below for each course.

English 1. This course meets five periods a week, three of which require outside preparation. The prepared hours are devoted to (1) a review of grammar, spelling, and punctuation; (2) the reading and discussion of various types of literature; and (3) composition, at first narration and description, later elementary exposition.

Students are sectioned in English 1 according to the quality of their preparation in the fundamentals of English grammar. Those who need intensive review of fundamentals devote more time to grammar and rhetoric than to literature; the others reverse the proportion. Representative texts read in English 1 are *Adventures in Reading* (Harcourt, Brace), *Romance* (Houghton Mifflin), *Ivanhoe, The Tale of Two Cities, David Copperfield, Kidnapped, Arundel, The Yearling, Old Greek Folk Stories* (Houghton Mifflin), *The Dauber, The Merchant of Venice.*

One of the two unprepared hours is devoted to speech work, mainly to the skills involved in effective reading aloud; the other is devoted to exercises in analytical reading of short passages of prose and poetry and to extemporaneous writing under the close guidance of the teacher. These hours are, in effect, tutorial hours given over to training in language.

English 2. This course meets five periods a week, three of which require outside preparation. The prepared hours are devoted to (1) a brief review of grammar and a study of the rhetoric of the sentence and the paragraph, based on Edgar's *A Minimum Course in Rhetoric* (Appleton Century); (2) the reading and dis-

cussion of various types of literature; and (3) composition, with increasing emphasis upon exposition.

Representative texts are *Adventures in Appreciation* (Harcourt, Brace), *Short Stories* (Harcourt, Brace), *Oliver Twist*, *The Rise of Silas Lapham*, *Silas Marner*, *Quentin Durward*, *Arrowsmith*, *The Admirable Crichton*, *Julius Caesar*, *Poems for Modern Youth* (Houghton Mifflin), and *Yesterday and Today* (Harcourt, Brace).

The unprepared hours are used as in English 1, with some practice now given in the making of brief speeches.

English 3. This course meets four periods a week, three of which require outside preparation. The prepared hours are devoted to (1) advanced study of the rhetoric of the sentence, the paragraph, and the whole composition; (2) the reading and discussion of various types of literature of increased difficulty; and (3) composition, with emphasis upon the organization and development of ideas.

Representative texts in this year are *Far from the Madding Crowd*, *Henry Esmond*, *Victory*, *Of Human Bondage*, *Fortitude*, *Milestones of the Drama* (Harcourt, Brace), plays of Ibsen, Galsworthy, O'Neill, Anderson, Shaw, *Essays Old and New* (Harcourt, Brace), *Essays for Discussion* (Harpers), *Poems for Enjoyment* (Harpers), *John Brown's Body*, *The Odyssey*, *Macbeth*.

The unprepared hours throughout the first two terms are devoted to speech work, exercises in close reading, and composition. In the spring they are devoted exclusively to practice in writing.

English 4. English 4 meets four periods a week, all requiring outside preparation. The work of this course gives continuing training, on an advanced level, in (1) the reading and discussion of the work of important English and American authors; (2) in detailed analysis of passages of prose and of poetry; and (3) in composition based on the student's reading and his reflection upon his experience.

Representative reading done in English 4 consists of the work of standard authors from Chaucer to Yeats, as found in *British Poetry and Prose* (Houghton Mifflin), *Tom Jones*, *The Ordeal of Richard Feverel*, *Lord Jim*, *Tess of the D'Urbervilles*, *The Scarlet Letter*, *Babbitt*, *For Whom the Bell Tolls*, plays from Sophocles to Shaw and O'Neill and including much Shakespeare, *Ways of Thinking and Writing* (Scribner's), *Essays of Three Decades* (Harpers), *The Mind in the Making*, *Understanding Poetry* (Holt), *The Chief Modern Poets of England and America* (MacMillan) Macaulay's *Essay on Johnson*, *Queen Victoria*, *Thought in English Prose* (Doubleday Doran).

In each English course, in addition to reading done for class discussion, students carry on outside reading which is guided, although not wholly prescribed, by the English teacher.

In each course opportunity and encouragement are also given for creative writing in short story, poem, and essay, and the Department sponsors a series of prize competitions throughout the year to stimulate interest in independent writing.

ENGLISH 5. This course, meeting three periods a week, is an elective course open to students who have successfully completed four years of secondary school English or who have otherwise demonstrated ability to do advanced work in English.

The work of English 5 is an extension of that done in English 4, with greater freedom given to the student to do independent reading and writing. In the fall term the emphasis is upon outstanding examples of narrative literature, including Tolstoy's *War and Peace* and selected modern short stories; in the winter term the emphasis is upon prose of ideas, with careful study of many essays including Mill's *Essay on Liberty;* in the spring the emphasis is upon poetry and drama, including certain of the plays of Shakespeare.

A basic text for this course, supplemented by others which vary from year to year, is *Approach to Literature* (Crofts), edited by Brooks, Warren, and Purser.

In addition to frequent class composition, students write two essays a term of 1500-2000 words upon a subject which grows out of their own reading and thinking and is chosen in consultation with their teacher.

PUBLIC SPEAKING

It will be noted, in the description of the courses in English, that oral reading and speaking form a definite part of the work of the first three years.

In the Senior year a two-hour elective course provides training in expository and argumentative speaking and in reading aloud. In the speeches emphasis is placed on worth of material and on clearness of thinking, as well as on effectiveness of delivery. The text used is Sarett and Foster's *Basic Principles of Speech* (Houghton, Mifflin).

The Mirrophone, a recording and reproducing instrument, is used in the work.

*FRENCH

The first year's work, French 1, comprises the principles of pronunciation and drill in the fundamentals of grammar, regular and irregular verbs, with abundant easy exercises for oral and written translation into French, and the reading of about one hundred pages of easy French prose. In 1943-1944 Fraser, Squair and Parker's *Revised Elementary French Grammar* (Heath)—complete, and Ford and Hicks *An Alternate French Reader* (Holt), are being used as textbooks.

The work of the second year, French 2, includes a thorough review of elementary grammar, the regular and irregular verbs, continued work of more advanced nature in composition and translation, and practice in oral use of the language. The work of

*See footnote on page 56.

this year meets the usual college requirements for two years of French. In the current year *New Elementary French Grammar* by Fraser, Squair, and Coleman (Heath) forms the basis for the work in grammar. *A French Reader*—Aldrich and Foster (Ginn) and texts of similar grade provide translation material.

In the third year, FRENCH 3, increased emphasis is placed upon a wider vocabulary and greater facility in translation and comprehension. More advanced work is done in composition and drill in the use of idiomatic expressions, and more extensive oral use of the language is encouraged. The course covers fully the normal college requirements for three years of French. Barton and Sirich's *New French Review Grammar and Composition* (Crofts)—complete, Daudet's *Tartarin de Tarascon* (Heath), Smith and Posgate's *French Short Stories* (MacMillan), and similar texts are being used this year.

FRENCH 3 SPECIAL. In this course, greater stress is placed upon ability to translate and upon the study of the geography, history, literature and civilization of France based upon French texts. The course is limited to a group of boys who have completed two years of French and given evidence that they would profit by this type of work.

FRENCH 3R, a two-hour elective course, is a reading course for the benefit of boys who have completed two years of French but do not have time to take four hours of French 3 and wish to maintain contact with the language.

In FRENCH 4, the objective is the development of ability to translate and comprehend material of greater difficulty and of more abstract content. The translation covers a wide range of prose and poetry selected from the writers since 1800. Free composition, continued practice in a wider use of idioms, and more extensive oral use of the language form an essential part of the course.

FRENCH 5 A is open to students who have completed college requirements in three years of French or who have special permission of the French department and desire to keep up their knowledge of the subject in a two-hour course. The objectives of the course are to improve the student's knowledge of France, its geography and the French people, and to offer a larger opportunity in the oral and aural use of the language.

French 5 B, a two-hour elective course, is open to students who have completed three years of French or who have special permission of the French department. The course presents an outline of the development of French literature with emphasis on the Nineteenth Century. Instruction is given in the form of lectures, classroom discussions, and outside reading of selections from the masterpieces of the more important French authors. This course is given only when there is sufficient demand for it.

French 1-2 is a five-hour course open to Seniors who have had sufficient language training. It affords the opportunity of obtaining, by intensive work, the equivalent of the material covered in French 1 and French 2.

*GERMAN

The Department of German offers a continuous course, covering four years, in which the emphasis is laid upon fluency of reading and the use of the spoken language.

The beginning course, German 1, four hours a week, gives the grammatical background, the skeleton of the language, and the simple forms of conversation. It insists on clarity of expression, vocabulary, and the ability to handle a language more highly inflected than the English. Reading begins in the middle of the winter term. Varied texts, such as the Hagbold series of stories and fables, miscellaneous well-known stories adapted to the knowledge possessed by the pupils, and much sight-reading material fur-

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*See footnote on page 56.

nished by the instructors are read during the rest of the year. Betz and Price's *Learning German—First Book* (American Book) has been used recently at a grammar.

German 2 amplifies reading knowledge and vocabulary. It starts with the reading of Diez's *Beginning German for Colleges* (Oxford Press), with emphasis on the grammatical and syntactic background of the language, and continued work in conversation. Reading of modern texts (mostly 20th century German) and, occasionally, the reading of a classical work, such as *Wilhelm Tell*, complete the course.

German 3 is an advanced course which develops and continues the above courses. The classes are conducted in German as much as possible. Reading material includes novels by Keyserling, Mann, Hausmann, Bahr, and other modern writers. Dictation in German on various literary and scientific topics is frequently given, including excerpts from the classics.

German 4 is a Senior course, completing the cycle. This course is given in two sections of two hours each, which may be taken separately or jointly. One emphasizes the handling of advanced German in dictation and conversation, and ends with the reading of classic poetry and excerpts from Goethe's *Faust* at the end of the year. The other deals with literary and scientific modern texts.

For advanced pupils who have completed the higher courses, at the Academy or elsewhere, a German 5 course of two hours is given, which is designed to keep the knowledge of the language alive and growing, and uses material adapted to the individual knowledge of the boy.

German 1-2, for Seniors, is designed for those who wish to continue German in college or need it as a background for scientific and mathematical studies. Meeting five periods a week, it affords an opportunity for accelerated grammatical instruction and reading.

GREEK

The first year, GREEK 1, is devoted mainly to forms and the most essential principles of syntax. Crosby and Schaeffer's *Introduction to Greek* (Allyn and Bacon) is used. To aid the memorizing of inflections and vocabularies there are daily exercises, both oral and written, enforced by incessant drill. During the second and third terms, work in the grammar is supplemented by lessons either from a very simple Greek Reader, or from the initial chapters of Xenophon's *Anabasis*.

The second year, GREEK 2, is occupied with Xenophon's *Anabasis*, Books I-IV, or an equivalent, with sight reading, from Xenophon and other Attic prose authors, some translation from English into Greek, and grammar reviews. A general survey of Xenophon's more important works is made.

The third year, GREEK 3, is spent mainly in reading selected books of the *Iliad* and the *Odyssey*. After the dialect is mastered, more attention is given to the literary side of the poems and to the translation of Homer at sight.

LATIN

In LATIN 1 the time is occupied with the mastery of such vocabulary, inflexions, and syntax as are covered in Pearson's *Essentials of Latin* (New York Edition—American Book). There is constant practice in the reading and writing of simple prose, and in observing the relation of Latin to English words. The course aims at a thoroughly dependable foundation for subsequent reading and study. As a prerequisite, candidates must have a competent knowledge of the fundamentals of English grammar.

In LATIN 2, Books I-IV of the *Gallic War* of Caesar, or equivalent amounts from a "Second Year Book," are studied. The study of vocabulary includes the mastery of the word list recommended by the College Entrance Examination Board for Second Year. Ample time is allotted to prose composition. There is continual practice in sight translation and reading aloud.

In LATIN (CICERO) the course aims chiefly at training in reading Latin prose writings with increasing ease and surety. The work in Latin prose composition is devoted to connected narrative. The first and third orations against Catiline, the poet Archias, Verres (the Plunder of Syracuse), and other speeches, such as the Marcellus or the Manilian Law, may be read, or the equivalent amounts of other authors may be substituted. Vocabulary study includes the entire list recommended by the College Entrance Examination Board.

Students who have done good work in Latin and who intend to take only three years of the subject will be allowed to choose either Cicero or Vergil for their third year Latin. A special section in Vergil will be made for such boys.

In LATIN (VERGIL) effort is made to cultivate a sympathetic appreciation of the essentials of good poetry. There is systematic training in sight translation and in metre, with the object of enabling the student to read Latin poetry with some ease and with appreciation of its rhythmical quality. Selections from the *Aeneid* and from the *Metamorphoses* of Ovid and excerpts from other poets form the basis of the work. The total amount of reading may be estimated as equivalent to six or seven books of the *Aeneid.* Vocabulary study includes the entire list recommended by the College Entrance Examination Board. The course is treated as a starting point for excursions into the thought and life of the ancient world. A knowledge of this background is developed by lectures, incidental comment, and classroom discussion, supplemented by assigned reading. Topics in the private life and customs of the Romans are studied and illustrated. The Academy possesses more than a thousand photographs for this purpose.

In LATIN (HORACE) selections from the Odes of Horace are read and discussed. The thought and life of the poet's time are considered, and the relationship of his poetry both to the Greek lyric and to English lyric poetry is indicated.

Latin Composition. No regular course is given, but special arrangements can be made for any student desiring work in advanced composition.

*SPANISH

Courses covering three years' work in Spanish are given. They meet the usual College requirements and include some study of the geography, history, institutions, and customs of the Spanish World.

Spanish 1 comprises practice in reading, writing, speaking, and understanding the language, with special emphasis upon the fundamentals of grammar, the regular and irregular verbs, the radical changing and orthographic changing verbs, nouns, adjectives, pronouns, the uses of the tenses, the commonest idioms, and an introductory treatment of the subjunctive mood. Grammars such as Hamilton and Van Horne's *Elementary Spanish Grammar* (Century) and House and Mapes' *Shorter Spanish Grammar* (Ginn) serve as a basis for this course, and such texts as Castillo and Sparkman's *Graded Spanish Readers* (Heath) and Weisinger and Johnston's *Los Otros Americanos* (Odyssey Press), supply the reading material. Special care is taken to guide the student over the difficult transition from elementary reading to formal Spanish narrative.

Spanish 2 continues the work of the first year and covers the usual college requirements for two units of Spanish. The grammar is reviewed through the medium of such books as Pittaro and Green's *Segundo Curso de Español* (Heath) and Crawford's *Temas Españoles* (Holt), and there is further treatment of the subjunctive mood. Texts such as Wast's *Pata de Zorra* (Odyssey Press) and Adams' *Popular Spanish Readings* (Crofts) supply the material necessary for intensive and comprehensive reading.

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*In choosing a modern foreign language the student should bear in mind not only his college's requirements for admission but also the use he will make of the language in college. Some colleges require a certain amount of French or German, completed in school or college or both, for the bachelor's degree. These languages are needed in some college courses. For advanced degrees French or German or both are usually required.

SPANISH 3 consolidates and enlarges upon the work of Spanish 2 with a view to the student's development of speed, range of ability, and better control of vocabulary. Some time is spent in the oral reproduction of texts read and in the writing of free composition. Particular attention is paid to conversation and to reading for comprehension. Parker and Fernandez' *Un Año Memorable* (Ginn) is studied, and such texts as Hill and Buceta's *Antología de Cuentos Españoles* (Heath) and Alarcon's *El Sombrero de Tres Picos* (Holt) are read.

HISTORY

The courses in History have two purposes. They are arranged in definite order to provide information in company with other subjects of study. Classical History is presented in the Junior year as work is begun in Greek and Latin. European History comes in the Lower Middle year as the students take up French and German. English History for Upper Middlers is planned to fit with their studies in English Literature. American History for Seniors is designed to lay historical foundations for subsequent work at college in History, Government, Economics, and other related subjects. For the second purpose, the courses in History are organized consecutively to provide increasing experience in the accuracy and precision of thinking and to train the students in comprehension and logical expression of what they know.

In the first two years, this system of courses in History defers to the immaturity of the students and stresses the narrative and the pictorial. It develops toward emphasis upon the analytical and the abstract only in the last two years. The first two courses rely heavily upon text books for all students. The last two have texts available, but direct the more capable students to specific reading in historical works of maturity. All four courses make use of materials in the Addison Gallery of Art and the Library.

History 1—Greece and Rome. This course is designed to introduce students to History. It begins with stories of Egyptian life, the nations of Mesopotamia, Palestine, Crete, and the Persian Empire, as the background for a more extensive study of the Greeks, their internal growth and international strife. Then it moves into the history of the Romans, through the days of their Republic, the times of the Caesars, and the Empire, to the decline with the invasions of the barbarians.

Particular attention is given to the classical narratives, to the substance and color of Mediterranean life, to great personalities and episodes in the period. Assigned readings in the text and selected books in the Library are supplemented by the study of paintings, pictures, and slides from the Addison Gallery of the Academy. Class-room work is devoted to explanation and practice in writing effectively about what has been studied.

History 2—France. With this course, the students are given a view into the history of Western Europe. The central theme is the growth of France from Charlemagne to Napoleon. But contemporaneous events in the Holy Roman Empire, the Lowlands, the Italian States, Germany, and the Austrian Empire are specifically related to the story of France. Emphasis is put upon the Church, feudalism in France, the growth of commerce, urban communities, and the Renaissance. Outstanding developments in architecture, art, science, and literature are also studied and discussed. There is a work-book specially prepared for this course. The students are trained in note-taking and in writing frequent short papers as well as more extensive examinations.

HISTORY 3—England. The work of this year takes the students into a more mature examination of historical materials. The sequence of events is followed, but there is deeper penetration into social, political, and economic forces. The basis of study is a workbook, specially prepared to train students to use the Library and to depend no longer upon a single text. This material is divided topically, with a summary to introduce each major subject, and the topics thereunder have specific references to various texts and to books of more mature opinion. The students are taught to take their own notes from these references. Subsequent discussion in the class-room is based on these notes, and the students are then encouraged to draw conclusions.

The detailed study of Great Britain starts with her emergence from medieval times into the modern era, beginning with the Tudors. Certain incidents are studied to bring out general changes in Western Europe. More emphasis is then laid upon the development of Parliament and institutions representative of the English people. The course proceeds to elaborate upon social and economic changes, colonial expansion through the period of Cromwell and the Restoration, and rivalry with France for world supremacy, into the period of American rebellion. From the middle of the eighteenth century on, the course then deals with the development of industrial society and its influences upon political movements, the rise of modern imperialism, and aspects of England's policies in the world of today.

HISTORY 4—The United States. This final course builds upon the study in the previous year. It begins, therefore, with the causes of the American Revolution. It proceeds through the period of transition from Confederation to Federal Union, the westward advance of the American people, the rise of the nation out of sectional conflicts and the Civil War. It surveys then the development of industrial society and the attendant growth of the United States as a world power. It closes with events of the present time.

Public affairs, both domestic and foreign, are the central theme of this course. Particular stress is given to geographical, economic, social, governmental, and institutional problems, in order that the students may know the origins of the conditions in which they live. The careers of eminent men are studied in relation to these problems. Purely military events are minimized. Problems of literary, intellectual, religious, and philosophical import are indicated but left for study in college.

History 5—Contemporary History. This one-hour elective course for Seniors is designed to give a quick survey of recent affairs. For this purpose there are introductory discussions of the first World War, the period following Versailles, and events leading to the present crisis. The students are asked to read in historical works and current periodicals, but the major part of the study consists of discussions in class and note-taking from lectures.

HISTORY OF CIVILIZATION

This one-hour elective course, for a limited number of boys, tries to acquaint the participants with the background of our own culture and civilization by giving a concise but reasonably extensive synopsis of the aspect and aims of the Greek civilization and its development through the Roman, Medieval, Renaissance and Modern adaptations of its principles. It is mainly a lecture course, with one examination a term.

MATHEMATICS

Mathematics 1A—First Year Algebra. The prerequisite of this course is an elementary knowledge of algebra through the solution of simultaneous linear equations of two unknowns. The study of the subject begins with a review of fundamental operations and continues through the year. The course covers the topics of Hawkes-Luby-Touton's *First Year Algebra* (Ginn) through systems of equations involving one quadratic and one linear, with problems based thereon. Sanborn's *First Year Exercises in Algebra* (American Book) and Tower and Sides' *Reviews and Examinations in Algebra* (Heath) are used to supplement the regular text work.

After a careful survey in the fall term, the abler students are placed in a division which progresses more rapidly and which, by the end of the Lower Middle year, completes both Mathematics 2 and Mathematics 3. These students are thus prepared to take Mathematics 4 in their Upper Middle year and either Mathematics 7 or some other elective in their Senior year.

MATHEMATICS 1B—First Year Algebra. This is the beginning course in algebra and is designed to provide an effective introduction for those students who are not prepared for Mathematics 1A. The course is similar basically to Mathematics 1A in that successful completion of either course meets the requirements for admission to Mathematics 2. The text books used and the topics covered are the same as in Mathematics 1A.

MATHEMATICS 2—Second Year Algebra. This course presumes thorough grounding in at least one year of algebra. A careful review is made of the topics covered in Mathematics 1A and 1B with applications to more difficult exercises and problems, followed by a study of intermediate algebra through logarithms and progressions as presented in Milne-Downey's *Activities in Algebra* (American Book). Additional material is provided by use of Tower and Sides' *Reviews and Examinations in Algebra* (Heath). Some work is done in the solution of higher degree equations. Students with superior preparation are assigned to special divisions.

Completion of this course meets the college requirements for two units of credit in elementary algebra.

Mathematics 3A—Plane Geometry. This is the regular course in Mathematics 3 in which plane geometry is started and finished. The course is for students who have completed college entrance requirements in two years of elementary and intermediate algebra.

The course covers a program of study as presented in Schultze-Sevenoak-Schuyler's *Plane Geometry* (Macmillan)—revised edition. A comprehensive study of originals, numerical exercises, constructions, and loci is also provided in Tower and Sanborn's *Exercises in Plane Geometry* (Andover Press). Throughout the year there will be some review of elementary algebra in Tower and Sides' *Reviews and Examinations in Algebra* (Heath).

Completion of this course meets the college requirements for one unit of credit in plane geometry.

Mathematics 3B—Second Year Algebra. This is a course for incoming students who have completed college entrance requirements in plane geometry and who have done one year of work in algebra similar to Mathematics 1A or 1B. The course presumes that elementary algebra has been covered through the solution of sets of equations, one of which is first degree and the other quadratic. The text in use is Milne-Downey's *Activities in Algebra* (American Book). Supplementary material will be used from Tower and Sides' *Reviews and Examinations in Algebra* (Heath). Throughout the year there will be some review of plane geometry in Tower and Sanborn's *Exercises in Plane Geometry* (Andover Press.)

Completion of this course meets the college requirements for two units of credit in elementary algebra.

Mathematics 4—Trigonometry and Solid Geometry. The prerequisite of this course is the satisfactory completion of one of the Mathematics 3 courses or its equivalent. The course includes the study of plane trigonometry, theory and use of logarithms, solid geometry, and an extension into the field of spherical trigonometry. Problem material pertinent to the war will be emphasized throughout the course. The text books in use are Granville-Smith-Mikesh's *Plane and Spherical Trigonometry and Tables* (Ginn), Sides' *Examples in Plane Trigonometry* (McGraw-Hill), and Hart's *Progressive Solid Geometry* (Heath). Completion of this course meets the college requirements for one unit of credit.

MATHEMATICS 5A—Advanced Algebra. This is a two-hour elective course and is open to students who have credit for Mathematics 3. The course includes the study of imaginary and complex numbers, theory of higher degree equations, partial fractions, undetermined coefficients, summation of series, variables and limits, permutations, combinations, probability, scales of notation, determinants, and mathematical induction. The text book used is Edgerton and Carpenter's *Advanced Algebra* (Allyn and Bacon).

Completion of this course meets the college requirements for one-half unit of credit.

MATHEMATICS 5B—Plane Trigonometry. This is a two-hour elective course and is restricted to Seniors and non-returning Upper Middlers who are unable to schedule Mathematics 4. The course is a thorough presentation of plane trigonometry. The text books in use are Granville-Smith-Mikesh's *Plane Trigonometry and Tables* (Ginn) and Sides' *Examples in Plane Trigonometry* (McGraw-Hill). Completion of this course meets the college requirements for one-half unit of credit.

MATHEMATICS 6—Introduction to the Calculus. This is a one-hour elective course and is open to students who are enrolled in Mathematics 4. The course is a brief introduction to analytic geometry and the calculus and is designed to supplement the regular Senior work in mathematics.

Mathematics 7—Analytic Geometry and Differential and Integral Calculus. This is a course in analytic geometry and the calculus and corresponds to the mathematics of the freshman year in university and college, thus preparing for the sophomore work in this field. It is open to those who have completed the usual preparatory school courses in mathematics, and to others of unusual aptitude who can take such a course concurrently with Mathematics 4. The course is covered in Longley and Wilson's *An Introduction to the Calculus* (Ginn).

MECHANICAL DRAWING

This is an engineering drafting course which includes the use of drawing instruments, lettering, geometric contructions, sectioning, and working drawings. Especial stress is laid on a thorough mastering of the fundamentals. The course in many instances so prepares the student that he can take a more advanced course on entering college, and, in some cases, secure credit toward his degree for the course omitted. Students of exceptional ability are given an opportunity to do more advanced work or are given problems in keeping with the course to be pursued after entrance to college. The text in use is French's *Engineering Drawing* (McGraw-Hill).

ELEMENTARY SCIENCE

This course, meeting three times a week in the Junior year or twice a week during the Lower Middle year, aims to acquaint the student with scientific facts and methods, and, in general, to form an easy approach to the laboratory sciences which follow.

The instruction is given by means of a text-book, by lectures, and by lecture table demonstrations. Emphasis is placed upon reasoning rather than upon the mere collection of information.

BIOLOGY

The course in Biology covers the fundamental characteristics of living things; the nutrition, growth, and reproduction of plants and animals; the physiology and hygiene of the human body; the influence of bacteria, insects, trees, and birds on man's welfare; and the principles of heredity and evolution.

The class meets four times a week, twice for recitations and twice for two-hour laboratory periods. The work in the laboratory includes careful training in the use of the compound microscope and in the recording of observations made. The instruction meets the requirement of the College Entrance Examination Board and counts one point for admission to college.

CHEMISTRY

The course in Chemistry includes the study of the various forms and kinds of matter, the changes they undergo, and the laws dealing with these changes. The preparation, properties, and uses of the important elements and compounds are studied. The structure of the atom and the nature of chemical change are treated from the point of view of modern chemical theory. Especial attention is given to the fundamental concepts of modern Chemistry and to reasoning from such concepts rather than mere memorization of the subject matter. Sound scientific method and the applications of theory are stressed in the laboratory, by classroom demonstrations, and by the study of appropriate industrial processes. The historical development of the subject, its important applications affecting the life of the individual, and the place and influence it has in modern civilization are given full consideration. The course meets fully the requirements of the College Entrance Examination Board and of the student who wishes to continue the study of the subject in college.

PHYSICS

In this course, which covers completely the requirements in Elementary Physics as outlined by the College Entrance Examination Board, the text-book is supplemented by lectures, and by work in the laboratory. The text is accompanied with numerical examples and by qualitative experiments designed to illustrate physical laws and their application to practical life.

About forty quantitative laboratory experiments are required of each pupil. A careful record of the steps and results of these exercises is kept in a note-book which is submitted to the instructor for approval.

THE VISUAL ARTS

Introduction to Art. One-half of the course "Introduction to Art and Music" is devoted to the Visual Arts—Architecture, Painting, Sculpture, and the Decorative Arts. This course, counting as two hours a week, is ordinarily required for members of the Upper Middle Class. Seniors, at the Academy for one year only, may take it as an elective. The periods and style of architecture are considered briefly, with special attention to the evolution of structure and design in a few monumental buildings. American architecture is studied in relation to both past and modern form. This architectural study provides the basis for the subsequent study of painting, where materials, their use, and the principles of design common to all the arts are discussed. Wherever possible, collections and exhibitions in the Addison Gallery are used for purposes of illustration.

Studio Art. A limited group of Upper Middlers and Seniors are permitted to take, in place of the Art and Music course, instruction in drawing, painting, or clay modeling. In its emphasis on observation and in its effort to supply the basis for a critical understanding of contemporary surroundings, the purpose of this course is parallel to that of the lecture course. Four hours' studio work counts for two hours' credit, with no outside preparation required. Previous experience is not required for this course, but it pre-supposes an interest in working with materials and in problems of construction. This course seeks, through the development of control in drawing and in the use of color, to aid the student in organizing his observation and imagination. The work is adjusted to the experience and ability of the individual student.

A continuation of the studio course, counting as two hours a week, is offered for Seniors.

Advanced Art. An advanced course in the Visual Arts is offered as an elective to students who have taken either the Introductory or a studio course. The full course, counting four hours a week, combines studio work and discussion. It is conducted by the project method, with the studio work in painting, architectural and industrial design, forming the basis for class discussion. Through special arrangement, this course is available for college entrance credit for students whose general record is of high grade and who have a special interest in the subject. The permission of the Class Officer and the Art Department is required. The course may, with permission of the instructor, be taken as a half course, counting two hours a week, with concentration on the discussion section.

MUSIC

Introduction to Music. A two-hour introductory course in Art and Music is required for members of the Upper Middle Class, and Seniors may take it as an elective. The second half-year of this course is devoted to music. Its aim is to acquaint the student with the great masterpieces, help him to understand and enjoy them, and introduce him to the historical background and development of music.

SENIOR MUSIC APPRECIATION. A two-hour Senior elective in Music Appreciation is offered for those members of the Senior Class who wish to be introduced to the subject, as well as for those who, having taken the Upper Middle course, desire more work in this field.

HARMONY. A two-hour course in Harmony is offered as an elective for Seniors. Upper Middlers may be admitted to this course.

PIANO AND ORGAN. Weekly instruction, for students whose schedules permit, in piano and organ, also in string or wood-wind instruments, may be counted as a two-hour course.

MUSIC MAJOR. For students who wish to take Music as a major course in their Senior year the following combinations of two-hour courses are possible:

Music Appreciation and Harmony
Music Appreciation and Instrumental Music
Harmony and Instrumental Music

Students who sing in the choir, every member attending two rehearsals a week, are offered one of two forms of compensation: (a) one assembly cut a week; (b) permission to count the choir work as one schedule-hour.

Serious attention is given to the school orchestra, which rehearses weekly and studies carefully both classical and modern compositions. A well-trained student band plays at the major athletic events.

Trips for concerts, and occasionally dances, at neighboring schools are made by the musical clubs each year; and there are generally several similar programs in Andover.

A separate charge of $2.50 for one-half hour is made for private lessons. The piano instruction is in charge of Mr. Albert Fillmore, and the organ lessons are given by the Director of Music of the Academy. Able instructors are provided for lessons on string instruments and wood-winds. Violin students who play in the School Orchestra are given lessons gratis by a first-class violin teacher. At present this work is in charge of Mr. F. L. Macdonald of Boston.

The Music Department is equipped with a separate building for practice pianos. The Chapel contains the Martha Cochran Memorial Organ, a 100-stop Casavant instrument of four manuals. The Choir Room, in which the courses in music appreciation are held, is equipped with a practice organ, a reproducing machine, and an Ampico player piano. The Meeting Room in George Washington Hall contains both an organ and a Steinway grand piano. The Academy also possesses the Carnegie Corporation Junior Library of gramophone records.

RELIGION

Religion 1—This course is a study of religion in the making. It traces the development of certain important religious concepts from the primitive tribal ideas through the high ethical monotheism of the early Hebrews and the religion of Jesus. It gives students an acquaintance with the finest passages of the Bible, the outstanding characters, the individual Books and their messages, and a sense of the progressive discovery and revelation of religious truth. This two-hour course is given to all members of the Lower Middle Class.

Religion 2A—This is an elective course for Upper Middlers and Seniors who have not had the Lower Middle course described above. Although the subject-matter in this course is similar to that dealt with in the Lower Middle course, the method of handling this material is different, since the students are older and more mature.

Religion 2B—This is a two-hour elective course for Seniors and Upper Middlers who have completed successfully the work of the Lower Middle Religion course and who wish to move on further in their study of religion. The content and method of conducting this course differ from year to year and depend to some degree upon the interest and the maturity of the boys who have elected further study in this field.

AERONAUTICS

This course, meeting two hours a week, is for Seniors who have credit for Physics or are studying it. The work in pre-flight aeronautics, as outlined by the Civil Aeronautics Administration, is followed as closely as possible. This year the text in use is *Elements of Aeronautics* by Pope and Otis (World Book).

ANATOMY AND EVOLUTION

This two-hour survey course, for Seniors and Upper Middlers, is intended to interest and instruct the student in the structure and physiology of the human body, and in the laws of inheritance, evolution, and eugenics. It is composed of lectures, demonstrations, and some outside reading.

ANTHROPOLOGY

A two-hour elective course offered by the Robert S. Peabody Foundation for Archaeology is intended to present a brief consideration of the pre-history of Man in the New World. It is composed of lectures and reading on ethnological and archaeological subjects. This course is intended as a general survey of the Americas before the coming of the whites.

COMMUNICATIONS

This elective for Seniors, meeting four half-hour periods a week, is a basic code course, in which the student learns to copy International Morse code. The course parallels one given by the U.S. Army Signal Corps, and by the end of the year the majority of students can copy 13-15 words per minute, while a smaller group can copy 15-20 words per minute.

NAVIGATION

This two-hour course is open to students who are taking Mathematics 4, or who have had that course or its equivalent. Most of the topics in Dutton's *Navigation and Nautical Astronomy* are studied, with emphasis on their application to surface navigation. Considerable practical work is done with charts, plotting sheets, and sextants.

PHILOSOPHY

A two-hour Senior elective is offered in this subject, the object being a general introduction preparatory to philosophical studies at college.

The subject is presented through philosophical problems rather than by tracing the historical development. Text-books used are: Berkeley's *Dialogues between Hylas and Philonous* (Dutton) and Fullerton's *Introduction to Philosophy* (Macmillan).

SOCIAL PROBLEMS

This two-hour elective course for Seniors involves a study of the basic social problems confronting any organization of society, with attention given to certain important contemporary social movements.

GENERAL REGULATIONS

DAILY APPOINTMENTS

Recitation and study hours	8.00 A.M. to 9.53 A.M.
Morning Assembly	10.00 A.M.
Recitation and study hours	10.22 A.M. to 12.15 P.M.
Activities hour	1.00 P.M. to 2.00 P.M.
Athletics	2.30 P.M. to 3.45 P.M.
Recitation and study hours	4.22 P.M. to 6.15 P.M.
Evening study hours begin	8.00 P.M.
Sunday chapel service	11.00 A.M.

Wednesday and Saturday afternoons are half-holidays.

STUDY HOURS

Students are expected to occupy themselves with their studies or other school work during all study hours.

DISCIPLINE

The disciplinary policy of Phillips Academy is based on the assumption that each student will, at all times and in all places, conduct himself like a gentleman. It is the purpose of the Academy to cultivate in each boy, from the very beginning of his career in Andover, a sense of pride in his school and of responsibility to an orderly community. The few, but definite rules to which the undergraduates are expected to adhere, have been made in accordance with this principle.

Every absence of a student from recitation, morning assembly, and Sunday chapel, from his room during study hours, or from any other fixed appointment must be satisfactorily accounted for. The accumulation of eight unexcused absences involves severe discipline or dismissal. In all cases of illness, notice must be sent at once to the School Physician.

Special importance is attached to all appointments immediately preceding and following vacation and recess periods. A failure to meet such appointments may result in severe disciplinary action.

A student who is guilty of dishonesty is liable to dismissal.

The use or possession of alcoholic beverages is punishable by dismissal.

The possession, the renting, or the driving of any motor vehicle within bounds is forbidden.

Students are not permitted to have firearms of any description in their possession, or to use them except as authorized under the rules of the Academy Rifle Club.

Students whose scholastic standing is satisfactory are occasionally permitted an afternoon or a week-end out of town. A student who leaves the school bounds without excuse is liable to dismissal.

Radios and wireless apparatus are not allowed in students' rooms. Sets are provided in the common rooms of each class.

Bicycles are not permitted, except to day students.

GRADES AND REPORTS

Reports on the student's work are sent to the parents or guardian twice a term. Grades are based on the results of both daily work and examinations. They are recorded on a scale of 100, in which 60 is the passing mark and 80 or over is an honor grade.

CLASSIFICATION

For full membership in a given class students should be credited with the work of the lower classes or its equivalent. Boys are rated as members of a given class, however, if their deficiencies for full membership in it do not exceed one full course. For the purpose of this rule a full course is a course meeting 4 or 5 hours a week. Two-hour courses and three-hour courses (except English 3, which counts as a full course) are half-courses.

ROOM EQUIPMENT

The Academy furnishes each room with bed and mattress, bed linen, one blanket, chiffonier, desk, desk-chair, easy chair, and rug. In the double rooms these items are provided for each occupant. Desk lamps are provided in Williams Hall, Junior House, and Rockwell House. In the other dormitories and houses they must be furnished by the student, but any additional electrical appliances are not permitted.

CLOTHING

Each boy is expected to bring a dark suit to be worn at church services on Sundays. A coat and necktie are required at all recitations, at meals, and at daily assembly. All wearing apparel and personal effects should be plainly marked with the student's name.

RATION BOOKS

Registration of boarding students is contingent upon filing, at the Treasurer's Office, War Ration Books as called for by government regulations.

EXPENSES

The tuition charge for each student at Phillips Academy is as follows: $525 (which includes the Infirmary fee) payable on October 1; $300 payable on January 1; and $300 payable on April 1. The net rate charged to scholarship students varies according to the need of the applicant. Each student, when his application is accepted, is required to make a deposit of $50.00, which is credited on his first regular school bill.

The total charge of $1125 covers instruction, board, room (including furniture, bed linen, and one blanket), physical training and athletic privileges, use of laboratory equipment and material, admission to all authorized athletic contests and authorized entertainments at George Washington Hall, including the Saturday evening motion pictures. It does not include tutoring, or special instruction in music or athletics, the services of consulting physicians or private nurses, personal laundry, text-books, dues to school organizations, and unnecessary breakage and damage to school property.

Each student is required to make a deposit of $25 to cover breakage and other incidental obligations that may be incurred during the school year. This deposit is payable on October 1 and is billed with the portion of the normal charge due on that date. The balance remaining after such charges have been deducted will be refunded at the end of the fiscal year, June 30, or credited on the bill for the following year.

Bills for matters not included in the regular school charge may be sent out at any time during a school year. Any alteration in the terms of payment made necessary by the needs of parents must be arranged in advance with the Treasurer. Class-room privileges may be denied to students whose bills are not settled when due.

No rebate for the term in which he leaves will be made to a student who is for any reason dismissed or withdrawn, unless he is called to service under the Selective Service Act.

FINANCIAL AID FOR STUDENTS

The school has at its disposal each year approximately $60,000 available as scholarships for able, industrious, and needy boys of ambition and high character. Opportunity to earn a part of the expenses, by waiting on table and through other jobs, is also provided under the direction of the Bureau of Self Help. The size of an award depends on the need of the student. No boy with a good record who wishes to attend the Academy should hesitate to apply. Applications for scholarships are so numerous that grants can be given only to boys who cannot attend Phillips Academy without such aid; and every candidate must submit clear evidence regarding his financial condition on a blank provided for the purpose. All requests are considered by the Scholarship Committee after careful investigation. Whatever information is submitted to the Committee is held in confidence. It is expected that all boys on the scholarship list will maintain satisfactory scholastic standing and will show in every possible way that they are cognizant and deserving of the special opportunities which they enjoy. In return for the financial assistance provided by the Academy, students are expected to do some form of work commensurate with their experience and maturity, and with the amount of their award. Awards are made for the current year only, and application for renewal of financial aid must be made before May fifteenth of the succeeding year.

Approximately $90,000 was earned by students during the year 1942-1943 in prizes, scholarships, jobs, and concessions.

BUILDINGS AND EQUIPMENT

The older Academy buildings, most of them of brick with stone trimmings in the Georgian Colonial style, have been used in some degree as models for the newer structures; but the genius of the modern architects, Guy Lowell, Charles A. Platt, and Perry, Shaw, and Hepburn, has modified the original type and secured variety in unity. They are grouped about the three focal points of the campus, the Memorial Tower, Samuel Phillips Hall, and The Cochran Chapel. North and south across the main campus runs the Elm Arch, an avenue of trees planted early in the last century and now resembling the aisle of a cathedral. Bisecting this, the broad Vista slopes from Samuel Phillips Hall gradually to the west and the New Hampshire hills beyond.

WILLIAMS HALL

Williams Hall and Junior House, acquired (1910) through the aid of Edward H. Williams, Jr., class of 1868, are situated within a short distance of the other school buildings, and are adapted to the particular needs of the youngest members of the school. They offer accommodations for fifty-one boys. With their common recreation and dining rooms, they provide an intermediate stage between the natural restrictions of the home and the freer life of a large school. The boys are in more homelike surroundings and receive closer supervision than the rest of the school, but share with the other boys in the same classes and sports and in all the other privileges of school life. During the war emergency the boys of the Williams Hall unit take turns in waiting on table in the dining room.

ROCKWELL HOUSE

Rockwell House, acquired (1935) through the generous beque of the late Mrs. Fannie R. Dennis, offers accommodations to fort two Juniors. It is especially designed to meet the needs of the mo mature members of this class. Its administration is carried along the same lines as that of Williams Hall, with the excepti that its residents eat in the Commons.

FACULTY HOUSES

Twenty-four houses, known as Faculty Houses, each in char of a resident instructor or school official, provide accommodatio for 166 boys as follows:

Abbot House for twenty, America House for twelve, Blancha House for five, Carter House for six, Cheever House for twelv Churchill House for six, Clement House for fourteen, Coy Hou for four, Farrar House for seven, Frost House for four, Har House for six, Jackson House for six, Merrill House for two, Pa House for six, Pease House for eight, Salisbury House for twelv Samaritan House for six, Severance House for two, Sides Hou for five, Stowe House for five, Tilton House for four, Tower Hou for four, Jewett Tucker House for seven, Woods House for thre

DORMITORIES

Foxcroft Hall (1809), two entries for eleven boys each.

Bartlet Hall (1821), two entries for fourteen boys each.

Draper Cottage (1892), for ten boys. The gift of Warren Draper, class of 1843.

Pemberton Cottage (1893), for ten boys. The gift of Melvil C. Day, class of 1858.

Andover Cottage (1893), for eleven boys. The gift of friends n Andover.

Eaton Cottage (1893), for ten boys. The gift of Melville C. Day, class of 1858.

Bancroft Hall (1900), three entries for ten boys each. The gift of Melville C. Day, class of 1858.

Bishop Hall (1911), two entries for twenty-three boys each.

Day Hall (1911), two entries for twenty-five boys each. The gift of Melville C. Day, class of 1858.

Adams Hall (1912), two entries for eighteen boys each. The gift of Melville C. Day, class of 1858.

Taylor Hall (1913), two entries for twenty boys each. The gift of Melville C. Day, class of 1858.

Osgood Johnson Hall (1922), two entries for twenty boys each.

Paul Revere Hall (1929), two entries for twenty-six boys each. The gift of Thomas Cochran, class of 1890.

OTHER BUILDINGS

Samuel Phillips Hall (1924) was given by the alumni and friends of the school. It contains class-rooms and examination halls and, with its Grecian portico and illuminated clock, is the central point and the dominating building of the campus.

Pearson Hall (1818), remodelled in 1922, is named in honor of the first Principal. Pearson Hall, designed by Bulfinch, was originally Bartlet Chapel, the center of the religious and intellectual life of the famous Andover Theological Seminary. In 1922 the ugly, square bell tower which had been added to it was removed, and the building was transferred to its present site and restored to its original beauty. It is used for class-rooms.

Samuel F. B. Morse Hall (1928) was given by alumni an named in honor of Samuel F. B. Morse, inventor of the telegrapl and a student in the Academy from 1802 to 1805. It contair thoroughly modern and well equipped laboratories and recitatio rooms for chemistry, physics, and biology, and a room for mechar ical drawing.

Graves Hall (1883, 1892, 1936) was named in honor of Wi liam Blair Graves, instructor in Natural Sciences, 1865-187 1881-1908. Used as the science building until superseded by Mor Hall, it was remodelled in 1936 and is now a gymnasium for th younger boys.

George Washington Hall (1926) was given by Thoma Cochran, class of 1890. It contains the administration offices an the large Meeting Room, in which the daily morning assembly held and lectures, concerts, and dramatic performances tak place. Its name commemorates the friendship of George Wash ington for Samuel Phillips, Jr., founder of the Academy.

The Cochran Chapel (1932) was given in memory of Thoma Cochran and Emilie Belden Cochran by their children. Withou it presents the sober Georgian beauty characteristic of the arch tecture on the Hill. Within, its warm oak paneling, its fluted oa columns, and its carved capitals add a rich warmth not usuall found in New England churches of its type. It contains the Marth Cochran Memorial Organ, declared by Guenther Ramin, th distinguished German organist, to be the finest organ in Americ

Bulfinch Hall (1818, 1936), built from the designs of Charl Bulfinch, was the third Academy school-house. It was provided b gifts, of which the largest was that of William Phillips, Lieutenan Governor of Massachusetts, 1812-1823. This is the buildin described by Oliver Wendell Holmes in his poem, *The School Bo* Successively a recitation building, a gymnasium, and a dinin hall, it is now once again being used as a recitation building. The interior was completely renovated and remodelled in 1936, to afford fourteen class-rooms and a number of conference rooms for the exclusive use of the English Department.

OLIVER WENDELL HOLMES LIBRARY (1929), named in honor of Oliver Wendell Holmes, class of 1825, was given by Williams Cochran, class of 1895, Moncrieff M. Cochran, class of 1900, and Louise Cochran Savage. The library contains about 57,000 volumes, of which the greater part are in the open stacks, among which the boys may browse at will. The Freeman Room is furnished with easy chairs, sofas, a fireplace, and the latest periodicals, as well as more than 1,100 volumes chosen with regard to a boy's tastes. In the Garver Room are about 3,000 volumes of reference works with bound periodicals nearby. The library is open on week days from 8 A.M. to 9:45 P.M., on Saturdays from 8 A.M. to 6 P.M., and on Sundays from 2:30 P.M. to 9:45 P.M.

ADDISON GALLERY OF AMERICAN ART (1931) was given with endowment in memory of Mrs. Keturah Addison Cobb by Thomas Cochran, class of 1890. It is a fully equipped museum building with over 10,000 feet of exhibition space. The collections include a comprehensive group of American paintings in oil and water color representing the masters of the Colonial period, nineteenth century, and contemporary art; models of American ships built to a uniform scale; silver, glass, and furniture of the Colonial period; prints and drawings. Frequent loan exhibitions are held throughout the year. The Gallery is open on week days from 9 A.M. to 5 P.M. and on Sundays from 2:30 to 5 P.M.

BORDEN GYMNASIUM (1901) was built from gifts, of which the largest was that of Matthew C. D. Borden, class of 1860. To the gymnasium is attached a swimming pool seventy-five feet long and thirty feet wide.

Case Memorial Building (1923) was the gift of George B. Case, class of 1890, and Mrs. Case and their family in memory of George B. Case, Jr., class of 1923. Designed for indoor winter sports, it is known as the "Cage." Its dirt floor is large enough for winter baseball practice. Its 40-yard straightaway track and its circular track of 11½ laps to the mile permit frequent indoor track meets.

The Commons (1930) was the gift of Nathaniel Stevens, class of 1876, Thomas Cochran, class of 1890, Russell A. Alger, class of 1893, and Dwight W. Morrow. Here members of each of the four classes eat together in an atmosphere reminiscent of the beautiful dining halls at Oxford. Each room is paneled in oak and adorned with portraits of distinguished graduates and benefactors of the school. There is also a faculty dining room notable for its murals by Barry Faulkner, and a most attractive common room, appropriately furnished and equipped for the recreational use of the Upper Middlers and Seniors. The kitchen and serving pantries are fully up-to-date in equipment.

Isham Infirmary (1912) was the gift of Miss Flora E. Isham. It contains general wards, private rooms, isolated contagious wards, operating room, laboratory, and x-ray room. The bequest of Mrs. Fannie R. Dennis made possible the addition to the original building of a new wing, completed in September 1935, providing sufficient accommodations for any emergency.

The Andover Inn (1930) is a small hotel, given by Anthony A. Bliss, A. H. Caspary, Thomas Cochran, Charles H. March, Dwight W. Morrow, and Mr. and Mrs. Frank Waterman Stearns. It is owned by the Trustees and its management and operation are under the supervision of L. G. Treadway as Managing Director. With its beautiful location overlooking the Campus, Rabbit Pond, and the Sanctuary, and with its authentic colonial atmosphere, derived from old portraits, prints, and genuine antique furniture, it is one of the most delightful inns to be found in New England. It is thoroughly modern in equipment.

The Archaeology Building (1903) was the gift of Mr. and Mrs. Robert Singleton Peabody. There are exhibits of the industrial life of the North American Indians, including dioramas of Indian villages in the Northeast and the Southwest. Important study material is stored in the building, which is open on weekdays from 9 A.M. to 5 P.M., and on Sundays from 2 P.M. to 5 P.M. The library affords an excellent opportunity for boys to pursue their own investigations of the many interesting phases of the life of the American Indians.

Peabody House (1915). Built from the income of the Robert Singleton Peabody Foundation, it provides a common room for Lower Middlers and an assembly hall for various school organizations.

Memorial Tower (1923) was given by Samuel Fuller, class of 1894, in honorable memory of eighty-seven former students of Phillips Academy who gave their lives in the World War. The tower contains a carillon of thirty-seven bells upon which frequent concerts are played. Its summit, illuminated at night, is a landmark for miles around.

GROUNDS

The Brothers Field (1900) was enlarged in 1924. Its fifty-five acres, close by the gymnasium, comprise the regular playing fields of the Academy. Its facilities provide six football fields, six baseball diamonds, six soccer fields, the running track, hockey rink, and many tennis courts. Brothers Field originated with a gift of land by George B. Knapp, class of 1854, in memory of his brother, Arthur Mason Knapp, a teacher in the Academy, 1863.

THE OLD CAMPUS and other fields are also used for baseball, football, soccer, tennis, and polo.

THE MONCRIEFF COCHRAN SANCTUARY (1929), comprising about ninety acres, is the gift of Thomas Cochran, class of 1890, who planned and developed it to manifest the beauty and interest of wild nature. Within its enclosure are two ponds frequented by wild ducks which stop there in passage. Ducks, pheasants, and other birds breed there in great numbers. At the highest point of land is a log cabin, and at spots of particular beauty stone seats have been erected; one to the memory of the late Professor Charles H. Forbes, Acting Headmaster, another to the memory of Augustus Porter Thompson, of the class of 1892, and his son, Augustus Porter Thompson, 3rd, of the class of 1928, and a third to the memory of Thomas Cochran, of the class of 1890. The Sanctuary was given in memory of Moncrieff Mitchell Cochran, of the class of 1900.

THE ANDOVER SUMMER SESSION

The Andover Summer Session will open on Wednesday, June 28, and close on Wednesday, August 23, covering a period of eight weeks.

Instituted in 1942, primarily as a war-time measure, the Summer Session enables boys from Phillips Academy and other schools throughout the country to finish their secondary school education before being called to military service or, when their induction is not imminent, to get training, especially in mathematics and science, which will prepare them more rapidly and thoroughly for national service. The Summer Session also assists students who are short of normal standing in their classes to make up their deficiencies and gives boys who are planning to enter Andover in the fall an opportunity to become accustomed to Andover standards and life.

The Session is under the general control of the Academy Trustees and Headmaster, and the teaching staff is drawn almost entirely from the regular Academy faculty. The 1943 Session had a faculty of forty and a student enrollment of two hundred and sixty boys, who came from twenty-seven states. Students live in the school dormitories and eat in the Commons. All the Academy facilities are available,—library, infirmary, Addison Gallery of American Art, swimming pool, tennis courts, and playing fields.

*Applicants for admission to the Senior Class of Phillips Academy who plan to begin their Senior year in the summer, graduating at the end of the winter term, should consult the Director of Admissions, Phillips Academy. Applicants for admission to the regular Summer Session should consult the Director of the Summer Session. Enrollment will necessarily be limited in number.

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*See page 39.

The fee is three hundred dollars, covering board, room, and tuition. Ten full scholarships of three hundred dollars each and a few partial scholarships are available for students of unusual promise, not now enrolled in Phillips Academy.

Courses offered by the Summer Session include almost all those given by Phillips Academy in its regular winter session. They are of two main kinds.

First are the *major courses*, which meet *two* hours a day, six days a week, usually in the first and last periods of the morning. These courses cover the equivalent of a year's work in an individual subject in the normal Andover curriculum. Phillips Academy will give a full unit of credit for a major course successfully completed, and it is expected that arrangements can be made with other schools to give similar credit.

Second are the *minor courses*, which meet *one* hour a day, six days a week. Some of these, designed to give useful pre-military training or to be valuable as part of a cultural education, carry one-half unit of credit. Others are review courses which provide opportunity for students from Andover and similar schools to make up deficiencies or to strengthen foundations in basic subjects.

Various activities of a practical or cultural nature are also offered, carefully organized under faculty supervision and compulsory unless a boy's regular academic program is too heavy.

Depending upon his individual needs and aptitudes, a student carries either twelve or eighteen hours a week of regular prepared work. If he carries only twelve hours of such work each week (one major *or* two minors), he also takes an activities course. No boy may take more than eighteen hours of work in the classroom each week. Each student's program is carefully planned by his faculty adviser.

Throughout the Summer Session great emphasis is placed on health. Formal military drill is not planned; but special body building and toughening exercises are given to all students. In addition, a broad program of informal, supervised athletic activity is offered. Special individual instruction is given to all who are unable to swim. The Isham Infirmary is open with regular Academy doctor and trained nurse in attendance.

Daily assemblies, which all boys are required to attend, are devoted to a discussion of international affairs, with particular regard to America's position in the world today. Through the use of educational and documentary films, lectures, and open forum discussion, they deal with such problems as the origin and nature of the present crisis, America's relationships with her allies, and probable post-war problems. A religious service is conducted by the School Minister each Sunday.

All students also give one afternoon a week to work on a school garden, on neighboring farms, or on the Academy grounds, thus making a direct contribution towards relieving national food and labor shortages.

Attendance at the Summer Session implies a serious purpose on the part of the student and a willingness to assume a large measure of responsibility for maintaining order. Any student who shows himself unwilling to conform to the spirit of the Session, who neglects his work, or who is believed to exercise an injurious influence upon others may be dismissed at any time.

The existence of a summer session is of particular advantage to boys planning to enter the regular course at Phillips Academy in the fall. Summer study at Andover enables them to make up deficiences in previous preparation, whenever necessary, and to become familiar with Andover traditions, methods, and standards. Boys who are preparing to enter the Junior, or first-year class, in the fall live in a separate dormitory under special residence supervision. Unless ready for more advanced work, they take courses in Arithmetic and English and are given individual help on methods of study.

The Summer Session also offers courses in Speech Correction and Reading Training for boys of good academic ability who stutter or have insufficient skill in reading. These courses must be limited to a small number of students who are given individual and group instruction by trained teachers working under the direction of Dr. J. Roswell Gallagher, School Physician. The fee for these courses is four hundred dollars, which includes the full tuition for the Summer Session.

The Summer Session publishes its own catalogue, which will be sent upon request. All inquiries should be addressed to the Director, Andover Summer Session, Phillips Academy, Andover, Massachusetts.

ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

DOUGLAS SWAIN BYERS, A.M., *Director*
FREDERICK JOHNSON, B.S., *Curator*
ALFRED VINCENT KIDDER, Ph.D., *Research Associate in Southwestern Archaeology*
EVELYN WILLETT, *Secretary and Librarian*

The Robert S. Peabody Foundation for Archaeology, established in 1901 by Robert Singleton Peabody, Class of 1857, provides a fund for the maintenance of research in archaeology and for the museum which was opened in 1903. The Foundation has carried on extensive archaeological research in the southeastern states and the Southwest and is continuing such work in New England.

In the exhibition halls there are to be seen collections from many of the principal Indian archaeological cultures. A decorative map of North America by the late Stuart Travis, concerned with the main culture areas of the continent, is mounted on the stairway. A model of a former Andover Indian village, and a model of a portion of the pueblo of Pecos in New Mexico are also on display.

The Foundation offers a two-hour elective course dealing with the life of the Indians and the pre-history of North America.

A library, open to all, offers an opportunity for reading and research in the varied phases of aboriginal American life.

The publications of the Foundation include the following:

BULLETINS

1. The Exploration of Jacobs Cavern, 1904.
2. The Gorgets, 1906.
3. A Narrative of Exploration in New Mexico, Arizona, Indiana, etc., 1905.

4. The Exploration of Bushey Cavern near Cavetown, Md.; and Fort Ancient: the Great Prehistoric Earthwork of Warren County, Ohio, 1908.
5. Certain Peculiar Earthworks near Andover, Mass., 1912.
6. Hematite Implements of the United States, 1912.

THE ARCHAEOLOGY OF MAINE, by Warren K. Moorehead, 1922.

ARCHAEOLOGY OF THE ARKANSAS RIVER VALLEY, by Warren K. Moorehead, 1931.

EXPLORATIONS OF THE ETOWAH MOUNDS, GEORGIA, by Warren K. Moorehead, 1932.

PAPERS OF THE SOUTHWESTERN EXPEDITION, Yale University Press:

1. An Introduction to the Study of Southwestern Archaeology—with a Preliminary Account of the Excavations at Pecos, by A. V. Kidder, 1924.
2. Pueblo Pottery Making: a Study at the Village of San Ildefonso, by Carl E. Guthe, 1925.
3. The Pueblo of Jemez, by Elsie Clews Parsons, 1925.
4. The Indians of Pecos Pueblo: a Study of their Skeletal Remains, by Earnest A. Hooton, 1930.
5. The Pottery of Pecos. Volume I, The Dull-paint Wares, by A. V. Kidder and C. A. Amsden, 1931.
6. The Artifacts of Pecos, by A. V. Kidder, 1932.
7. The Pottery of Pecos. Volume II, Glazed Wares, by A. V. Kidder, and Anna O. Shepard, 1936.

PAPERS OF THE ROBERT S. PEABODY FOUNDATION

Vol. 1, No. 1, Excavations on Martha's Vineyard, by Douglas S. Byers and Frederick Johnson, 1940.

Vol. 1, No. 2, The Indian Site on Grassy Island, by Frederick Johnson and others. (In preparation).

Vol. 11, The Boston Fishweir, by Frederick Johnson and others, 1942.

Vol. III, Contributions to the Anthropology of the Northeast: A Symposium (In preparation).

ADDISON GALLERY OF AMERICAN ART

Bartlett H. Hayes, Jr., *Director*
Jane Sabersky, *Registrar*
Helen M. O'Brien, *Secretary*

Art Committee

Stephen C. Clark	Fred T. Murphy
Charles H. Sawyer	John M. Woolsey

Robert G. McIntyre, *Secretary*

The Addison Gallery of American Art was established in 1930, n memory of Mrs. Keturah Addison Cobb, "to enrich permanently the lives of the students of Phillips Academy, by helping to cultivate and foster in them a love for the beautiful." The original gift included important objects of American art with endowment for the maintenance and operation of the building, and a fund for additional purchases.

It is the aim of the Addison Gallery to serve as a laboratory where students in Phillips Academy, and outside visitors, may develop their cultural interests and hobbies. To this end, frequent loan exhibitions are held throughout the year. Some are directly related to the courses in the school curriculum; others are of general interest. The introductory courses in Art and Drawing and Painting are held in the Gallery, which is also the center of voluntary work during the Activities Period. Closer correlation with other courses is being sought through the collection and circulation of material for classroom exhibitions. The museum building is fully equipped for exhibition and museum purposes.

In addition to its activities as a part of Phillips Academy, the Addison Gallery is always open to the general public and conducts an educational program in connection with schools and organizations in the neighboring communities.

The nucleus of the present collection of American paintings was presented to Phillips Academy in 1928 by several friends of the school. The collection, now including over one thousand items, is recognized as among the outstanding specialized collections in the country. Smibert, West, Stuart, Allston, Morse, and Trumbull represent the Colonial period. Of especial importance among the many paintings of the nineteenth century are several examples by Homer, Ryder, Eakins, Whistler, Sargent, Thayer, and Twachtman. The early part of the present century is shown in the work of Hassam, Metcalf, Brush, Davies, Prendergast, Bellows, and Henri. Recent acquisitions of contemporary paintings, prints, and drawings complete an exceptionally well-balanced collection.

Models of American ships, built to uniform scale, are also installed in the Addison Gallery. This collection forms a comprehensive survey of American shipping in the sailing era, with a few examples from the present day. In addition to a permanent collection of American silver, selections of furniture, glass, and silver of the Colonial period from the Mabel Brady Garvan Institute at Yale University are on permanent exhibition.

PRIZES

The following prizes are open for competition in each academic year.

ENGLISH

DRAPER PRIZES

For declamation. Twenty dollars and fifteen dollars. Founded (1878) by Warren F. Draper, class of 1843, (sustained since 1867).

MEANS PRIZES

For declamation of original essays. Twenty dollars, ten dollars, and five dollars. Founded (1879) by William G. Means, of Andover, (sustained since 1868).

ROBINSON PRIZES

For debating between a team of the Philomathean Society and one chosen from the rest of the school, or between two teams chosen by the Philomathean Society. Forty-five dollars to the winning team. Founded (1910) by Henry S. Robinson, of Andover, (sustained since 1896).

SCHWEPPE PRIZES

In English. Open to Senior and Upper Middle Classes. Thirty dollars and twenty dollars. Sustained by the late Charles H. Schweppe, class of 1898, from 1912 to 1941; since then by his daughter, Jean Schweppe Armour, and his son, John S. Schweppe.

GOODHUE PRIZES

In English literature and composition, including the more practical topics of elementary rhetoric. Open to Senior and Upper Middle Classes. Ten dollars and five dollars. Founded (1936) by the family of Francis A. Goodhue, of Andover, in memory of his devotion to Phillips Academy, (sustained since 1916).

CHARLES C. CLOUGH PRIZE

For an essay by a Senior on an assigned literary subject. Twenty dollars. Founded (1923) by friends of Charles C. Clough, class of 1906, in memory of his interest in literary studies and his devotion to Phillips Academy.

STEPHEN S. LANGLEY PRIZE

For an essay by a Senior on Charles Dickens. Eight dollars. Founded (1927) by Stephen S. Langley, class of 1863.

ARTHUR W. LEONARD PRIZES

For declamation of original essays. Ten dollars, six dollars, and four dollars. Open only to Juniors and Lower Middlers. Sustained (since 1942) by the Headmaster in memory of the late Arthur W. Leonard, Head of the English Department.

DONALD CARR PRIZES

For skill in oral English. Twenty dollars, twelve dollars, and eight dollars. Open only to Juniors and Lower Middlers. Sustained (since 1943) by Donald Eaton Carr.

CLASSICAL LANGUAGES

JOSEPH COOK PRIZES

In Greek. Examination in Homer, including translation at sight and questions on grammar and antiquities suggested by the passage set. Fifteen dollars, ten dollars, and five dollars. Founded (1879) by Joseph Cook, LL.D., class of 1857.

WILLIAM N. WEIR PRIZE

In New Testament Greek. Thirty-five dollars. Founded (1928) by Rev. William N. Weir, class of 1895.

DOVE PRIZES

In Latin. Open to Seniors. Twenty dollars, ten dollars, and five dollars. Founded (1915) by George W. W. Dove, class of 1853, (sustained since 1880).

REVEREND ALFRED JOHNSON PRIZE

In Greek composition. Ten dollars. Founded (1932) by Alfred Johnson, class of 1890, in memory of the Reverend Alfred Johnson, a graduate of Dartmouth College, class of 1875, (sustained since 1924).

VALPEY PRIZES

In Latin composition. Ten dollars.
In Greek composition. Ten dollars.
Open to the Upper Middle Class. Founded (1896) by Rev. Thomas G. Valpey, class of 1854.

ALLEN ROGERS BENNER PRIZE

For excellence in first-year Greek. Twenty-five dollars. Sustained (since 1939) by the Alpha Gamma Chi Society in honor of Allen Rogers Benner, class of 1888, for forty-six years Professor of Greek in Phillips Academy.

WOOLSEY PRIZES

For excellence in Latin translation, composition, and recitation.

1. Open to students in Latin 3.
    (a) Translation and composition. Fifteen dollars.
    (b) Recitation from memory of poetry or prose. Fifteen dollars.
2. Open to students in Latin 2 and 1.
    (a) Translation and composition. Ten dollars.
    (b) Recitation from memory of poetry or prose. Ten dollars.

These four prizes are sustained (since 1940) by Mr. and Mrs. Robert B. Woolsey.

JUNIOR RECITATION PRIZE

Open to students in Latin I for recitation from memory of a prescribed passage of poetry. Five dollars. Sustained (since 1943) by an anonymous donor.

GERMAN

ROBERT STEVENSON PRIZE

In German composition. Ten dollars. Open to the Senior and Upper Middle Classes. Founded (1904) by Robert Stevenson, Jr., class of 1896, in memory of his father.

JOHN AIKEN PRIZES

In German. Open to the Senior and Upper Middle Classes. Twenty dollars and ten dollars. Sustained (since 1913) by a member of the class of 1873 in memory of John Aiken, trustee of Phillips Academy, 1844-1863, and president of the Board, 1854-1857.

CARL SCHURZ PRIZE

In German. A $100 War Savings Bond. Awarded to that student taking beginning German who has shown the greatest achievement within the year. Sustained (beginning 1944) by an anonymous donor.

FRENCH

FREDERICK HOLKINS TAYLOR PRIZES

In French conversation or French composition. Fifteen dollars and ten dollars. Founded in part (1909) by a member of the class of 1868 in memory of Frederick Holkins Taylor of that class, son of Professor John L. Taylor, treasurer of Phillips Academy, 1852-1868.

HISTORY

LLOYD W. SMITH PRIZE

In American History before 1860. Fifty dollars. Sustained (since 1924) by Lloyd W. Smith, class of 1892.

CHARLES ELLIOTT PERKINS PRIZE

In American History since 1860. Fifty dollars. Sustained (since 1927) by Mrs. William Hooper in memory of her father, Charles Elliott Perkins, of Burlington, Iowa.

HAYMOND PRIZE

In American History. Fifty dollars, or the equivalent in books on the Constitution. Awarded to an undergraduate taking the course in History of the United States for an essay on the Constitution of the United States. Established (1942) by Frank C. Haymond, in honor of his sons, William Stanley Haymond, 2nd, class of 1942, and Thomas Arnette Haymond, class of 1943.

GEORGE LAUDER PRIZE

In English History. Forty dollars. Founded (1916) by George Lauder in memory of his son, George Lauder, Jr., class of 1897, (sustained since 1913).

MATHEMATICS

E. B. CONVERS PRIZES

In Plane Geometry. Awarded on the basis of an examination in Plane Geometry. Fifteen dollars and ten dollars. Founded (1898) by E. B. Convers, class of 1857.

GEORGE T. EATON PRIZE

In Algebra. To that member of the Junior Class outstanding for proficiency in first-year Algebra. Twenty dollars. Sustained (since 1938) by Thaxter Eaton, class of 1904, in memory of his father, George T. Eaton, class of 1873, for fifty years Instructor in Mathematics.

JOHN REESE STEVENSON PRIZES

For Elementary Algebra and Plane Geometry. Awarded to a student in Mathematics 3 on the basis of an examination. Seventy-five dollars and twenty-five dollars. Sustained (since 1940) by John A. Stevenson of Bryn Mawr, Pennsylvania.

MATTHEW S. McCURDY PRIZES

In Trigonometry and Solid Geometry. For Seniors. Awarded on the basis of class-room work and an examination. Twenty dollars and fifteen dollars. Founded (1940) by the family of the late Matthew S. McCurdy in memory of his connection with Phillips Academy as Instructor in Mathematics, from 1873 to 1921.

SCIENCES

WADSWORTH PRIZE

In Physics. To the student holding the highest rank in Physics for the year. Ten dollars. Sustained (since 1900) by William S. Wadsworth, M.D., class of 1887.

DALTON PRIZE

In Chemistry. To the student holding the highest rank in Chemistry for the year. Thirty-five dollars. Founded (1915) by Frederick Goodrich Crane, of Dalton, Massachusetts, class of 1884, trustee of Phillips Academy, 1912-1923.

OTHNIEL C. MARSH PRIZE

In Biology. To the student in the school who has been outstanding in interest and attainment in the Biological Sciences. Twenty-five dollars. Sustained (since 1936) by the Headmaster in memory of Othniel C. Marsh, class of 1851, one of the great paleontologists of his day.

MUSIC

CHARLES CUTTER PRIZE

For the playing of orchestral, especially stringed, instruments. Thirty-five dollars. Founded (1925) by Rev. C. F. Cutter, class of 1871, in memory of his father, Charles Cutter, class of 1840.

FRANK VAN DER STUCKEN PRIZE

For playing the organ or the piano. Twenty-five dollars. Sustained (since 1930) by Dirk H. van der Stucken in memory of his father.

PRIZE FOR PROFICIENCY IN PIANO-FORTE PLAYING

Ten dollars. Sustained (since 1934) by an anonymous donor.

EDWARD PITKIN POYNTER PRIZE

For that member of the Phillips Academy Choir who, in the judgment of the Choirmaster, has been the most useful member of that organization. Fifteen dollars. Founded (1943) in memory of Edward Pitkin Poynter of the class of 1940, who gave his life for his country in the aviation service on July 15, 1943.

ART

THE MORSE PRIZE

To the student who best combines native creative ability wit craftsmanship, as evidenced in a developed personal style. Twenty five dollars. Sustained (from 1932) and founded (1942) by Wir slow Ames, class of 1925, in honor of Samuel Finley Breese Morse class of 1805.

THE THOMPSON PRIZE

For improvement in drawing and painting. Given in memory c Augustus Porter Thompson, 3rd, class of 1928. Twenty-fiv dollars.

ADDISON GALLERY ASSOCIATES PRIZE

For a student who has distinguished himself in art as well a in other activities. Twenty-five dollars. Sustained (since 1941 by the Addison Gallery Associates.

JOHN ESTHER GALLERY PRIZE

To the student who has shown through his work the cleares understanding of art. Ten dollars. Sustained (since 1943) by Mr and Mrs. Patrick Morgan.

NAVIGATION

JOHN REESE STEVENSON PRIZE

For excellence in the field of Navigation. Fifty dollars. Sustaine (for the duration of the war emergency) by John A. Stevenson c Bryn Mawr, Pennsylvania.

OTHER PRIZES

FACULTY PRIZE

For the Senior graduating with the highest average in scholarship. One hundred dollars. Founded (1923) by Sanford H. E. Freund, class of 1897, (sustained since 1912).

FULLER PRIZE

Awarded to that member of the Senior Class who, having been at Andover not less than two years, has best exemplified and upheld in his life and work at Andover the ideals and traditions of the school. A gold medal. Sustained (since 1912) by Samuel Lester Fuller, class of 1894.

IMPROVEMENT PRIZE

For the Senior who, having been at Andover not less than three years, has shown the greatest general improvement. Fifty dollars.

THE YALE CUP

Awarded to that member of the Senior Class who has attained the highest proficiency in scholarship and athletics.

FEDERATION OF HARVARD CLUBS PRIZE

For a member of the Upper Middle Class, preparing for college, to be recommended by the Headmaster and Faculty for high scholarship and character. A book. Awarded (since 1911) by the Harvard Club of Andover.

HEADMASTER'S PRIZE

Awarded to that member of the Senior Class who exhibits most fully the qualities of coöperation and leadership. Fifty dollars. Sustained since 1933.

ROGER C. SULLIVAN PRIZES

Four prizes, of $200 each, awarded in the fall to those members of the Senior, Upper Middle, Lower Middle, and Junior Classes who made the greatest improvement in scholarship during the previous school year. Founded (1921) by Boetius H. Sullivan, class of 1905, in memory of his father, Roger C. Sullivan.

JOHN P. HOPKINS PRIZE

To be divided among those students who have received no demerit, absence, or tardy marks, excused or unexcused, during the year. Two hundred dollars. Founded (1921) by Boetius H. Sullivan, class of 1905, in memory of John P. Hopkins.

BUTLER-THWING PRIZE

For the member of the Junior Class with highest marks in entrance examinations. Fifteen dollars. Founded (1918) by Capt. Francis Butler-Thwing, class of 1909.

THE PHILLIPIAN PRIZE

For outstanding service rendered to the *Phillipian*. Thirty dollars. Founded (1931) by James Q. Newton, class of 1929, and Business Manager of the *Phillipian* during his senior year.

THE CECIL K. BANCROFT PRIZE

For a self-supporting student whose performance has been most praiseworthy, taking into account scholarship, amount of self-help, and observance of rules, regulations, and ethics governing these activities. Twenty-five dollars. Awarded (since 1934) by the Headmaster, on recommendation of the Bureau of Self-Help.

JOHN ADAMS KINGSBURY JR. PRIZE

To a student of outstanding character, who, in the judgment of the Headmaster, is especially distinguished for perseverance and resolution. Fifty dollars. Sustained (since 1943) by Dr. and Mrs. John A. Kingsbury in memory of their son, John Adams Kingsbury, Jr., Class of 1934.

THE AURELIAN HONOR SOCIETY PRIZE

To be awarded each year to that member of the graduating class who, in the opinion of the Faculty and his classmates, is outstanding in sterling character, high scholarship, and forceful leadership. A cup. Established 1935.

NOTE—The dates given above are those of the years in which the several prizes, as sustained or founded, were first awarded.

GENERAL SCHOLARSHIP FUNDS

Scholarships are provided by the Trustees from the income of the following funds:

Hon. William Phillips (1795; 1804)	$ 4,633.33
Students' Educational Fund, begun with a gift of one hundred dollars from the Senior Class of 1854. Since then increased by the accumulation of income and by other gifts, including one of $1000 from Edward Taylor, treasurer 1868-1889	7,762.64
Farrar (1865). Samuel Farrar, treasurer of Phillips Academy, 1808 to 1840. (A part of this fund is for other purposes.)	22,000.00
Clarke (1870). James G. Clarke, class of 1837, in memory of his mother, Jane Aiken Clarke	1,200.00
Peter Smith Byers (1878). John Byers, class of 1844, in memory of his brother, of the class of 1847. For boys from Andover	500.00
Class of 1878 (1878)	1,200.00
Jonathan Taylor (1878). Edward Taylor, treasurer of Phillips Academy, 1868-1889, in memory of his father. For boys from Andover	1,000.00
French (1879). Hiram W. French, of Andover	1,000.00
Caroline Parker Taylor (1880). Mrs. Alpheus Hardy, in memory of the wife of Dr. Samuel H. Taylor, principal of Phillips Academy, 1838-1871.	1,000.00
Gerard Sumner Wiggin (1882). Lady Elizabeth Sumner Buckley-Mathew Fleming, in memory of her son, of the class of 1875	1,000.00

Stone Educational Fund (1882). Mrs. Valeria G. Stone of Malden	26,400.00
Richards (1889). Mrs. Mary A. Richards, of Andover, in memory of her sons, Charles Thomas Richards, assistant in the treasurer's office, and Edward Stanley Richards, class of 1875	1,450.14
Warren F. Draper (1890). Warren F. Draper, class of 1843	1,000.00
Charles L. Flint (1890). Charles L. Flint, class of 1841. Preference to boys from Middleton, Mass.	5,000.00
Henry P. Haven (1890). Henry P. Haven, of New London, Conn.	1,000.00
Emma Lane Smyth (1890). Gov. Frederick Smyth of New Hampshire, class of 1839, in memory of his wife	1,000.00
James and Persis Taylor (1890). Mrs. Mary E. Fairbanks, sister of Dr. Samuel H. Taylor, in memory of her father and mother	1,000.00
Dowe (1892). Joseph Dowe, class of 1817	3,097.98
James Calvin Taylor (1895). Mrs. Mary E. Fairbanks, in memory of her brother, of the class of 1840	1,000.00
Mary W. Holbrook (1900). Mary W. Holbrook	500.00
Carter (1906). Mrs. Ruby A. Carter, of Andover, in memory of her husband and daughter	1,500.00
Herman Verhoeff Hartwell (1907; 1926). Mr. and Mrs. Frank W. Hartwell, in memory of their son, of the class of 1908	5,000.00

George Ripley (1908). George Ripley, of Andover....	2,500.00
T. A. Holt (1909). T. Augustus Holt, of Andover. For boys from Andover..........................	26,003.24
James Huntington (1910; 1931). The widow and daughter of James Huntington, class of 1848........	2,000.00
Allan Morse Penfield (1913). Allan Morse Penfield, class of 1904..............................	1,000.00
George B. Knapp (1914). Katharine Knapp, in memory of her brother, George B. Knapp, trustee of Phillips Academy, 1899-1919....................	5,000.00
Thomas A. Emerson (1917). Rev. Thomas A. Emerson, class of 1859, and Mrs. Emerson.................	2,000.00
Harriet L. Erving (1922). Miss Harriet L. Erving, of Andover, for thirty years assistant in the treasurer's office......................................	1,500.00
Frank Butler Walker (1923). Mrs. Mary C. B. Walker, in memory of her son, of the class of 1889....	1,425.00
Abraham B. Coffin (1924). Abraham B. Coffin, class of 1852......................................	2,000.00
Samuel M. Evans (1922). Samuel M. Evans, class of 1887. (A part of the fund is for other purposes.)......	2,000.00
Amasa J. Whiting (1927). Mrs. May C. W. Speare, in memory of her father, Amasa J. Whiting...........	2,515.65
James H. Haste (1930; 1933). James H. Haste, class of 1894......................................	170,923.69
Henry Waldo Greenough (1931). Henry W. Greenough, class of 1889...............................	2,000.00

Moncrieff M. Cochran (1932). Moncrieff M. Cochran, class of 1900	2,500.00
Bancroft (1933). Cecil K. Bancroft, class of 1887, Registrar 1906-1932, in memory of his father, Dr. Cecil F. P. Bancroft, eighth principal of Phillips Academy	2,000.00
Osgood Johnson (1937). Helen O. Sprague, in memory of her grandfather and father. For New England-born students	500.00
David and Lucy Hayward Shaw Fund (1939). David and Lucy Hayward Shaw. Preference to boys from Andover	10,000.00

SPECIAL SCHOLARSHIP FUNDS

John Cornell (1894). John Cornell. For boys from Andover, recommended by the School Committee of Andover	5,000.00
Robert Henry Coleman (1919). Mrs. John Coleman, in memory of her son, Lieut. Robert Henry Coleman, class of 1912, who died in the military service of the United States, 1918	6,000.00
"The income is awarded annually at the end of his Junior year to a student of limited means, who, in the judgment of the Headmaster, has displayed the most promise of maintaining the highest standard of worth, measured by character, scholarship, and general influence in the school."	
George Xavier McLanahan (1919). His mother and sister, in memory of George Xavier McLanahan,	

class of 1892.................................... 10,000.00
"The income is used annually for the assistance of a worthy student or students, of limited means."

Gordon Ferguson Allen (1920). "Friends of the school," in memory of Gordon Ferguson Allen...... 5,000.00
"The income is awarded annually to a deserving student of character and promise and of limited means."

Rev. William Henry and Ellen Cary Haskell (1920). Rev. William Henry Haskell, class of 1856, and his five sons, classes of 1883, 1888, 1890, and 1895... 3,000.00
"The income is used annually in aiding a needy and deserving student to meet the regular expenses of the school."

Charles C. Clough (1923). Classmates and friends at Princeton of Charles C. Clough, class of 1906....... 5,000.00
"The income is awarded annually on recommendation of the Senior Class to that member of the Upper Middle Class who is of limited means, and who most embodies those qualities of manliness, loyalty, cheerfulness, high purpose, and clean living which were conspicuous in the character of him in whose memory this scholarship was established."

Frank Dale Warren (1925). Frank Dale Warren, Jr., class of 1915, in memory of his father, of the class of 1879... 1,000.00
"The income is awarded annually to that member of the Senior Class preparing to enter Amherst College who, on the basis of character and scholarship, is deemed most deserving of the award by the faculty."

Alfred Howlett Durston (1926). Marshall H. Durston, class of 1900, in memory of his brother, of the class of 1897.................................... 5,000.00
"The income is awarded annually to a student of limited means who, in the judgment of the Headmaster, embodies the best ideals of student life, scholarship, character, and influence."

Smith Lewis Multer, Jr. (1926). Smith Lewis Multer, in memory of his son, of the class of 1923............ 5,000.00
"The income is awarded annually at the close of his Upper Middle year to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholarship and qualities of leadership and wholesome influence in the general activities of the school."

Class of 1871. Andover-Harvard (1928, sustained since 1912). Henry S. Van Duzer, class of 1871. (A part of this fund is for a College Freshman scholarship).. 12,500.00
"The income is awarded annually on the basis of high scholarship to a member of the incoming Senior Class who is preparing for Harvard, the award to be announced at the close of the student's Upper Middle year on the basis of his record up to that time."

Class of 1871. Harvard-Andover. "The income is available for a graduate of Phillips Academy during his freshman year in Harvard College, the award, based on high scholarship, to be announced at the close of the recipient's Senior year in the school."

William Thompson Reed Memorial (1930). His father and mother and members of his family, in

memory of William Thompson Reed, class of 1929. 11,100.00
"The income is awarded annually to a student of character and promise at the beginning of his Senior year."

Schuyler Bussing Serviss Memorial (1936). Mrs. Charlotte B. Serviss, in memory of her son, a member of the class of 1898.................................. 5,000.00

Augustus Porter Thompson (1943). Mrs. Augustus P. Thompson, of Andover, in memory of her husband, the late Augustus P. Thompson, class of 1892. 5,000.00
"The income is awarded annually to a boy who, in the judgment of the Headmaster, is outstanding in intelligence and character."

The following scholarships are sustained by regular annual gifts, or by a single gift:

George Webster Otis (1920). Joseph Edward Otis, class of 1888, and Mrs. Otis, in memory of their son, Lieut. George Webster Otis, class of 1914, who died in the military service of the United States, 1918..... 250.00
"Awarded to a student who, in the judgment of the Headmaster, combines the qualities of sound character and high ambition."

Society of Inquiry (1934)........................ 400.00
"Two awards of $200 each, to two deserving students, nominated by the Headmaster, who have attended Phillips Academy for at least one year."

Amherst College (1935)........................ 400.00
An annual award, granted on the basis of scholarship, character, and need, and on the nomination of

the Headmaster, to a graduate of Phillips Academy entering Amherst; to be held for four years, or as long as the recipient maintains an average of eighty per cent or better.

de Long (1938). Mrs. George Bowen de Long of New York City.................................... 1,000.00

Two scholarships, of $500 each, to be held during their Freshman year at Princeton University by graduates of Phillips Academy, who have been nominated by the Headmaster on grounds of "scholarship, character, and qualities of leadership, as well as the degree of their need of assistance."

Yale University (1938). Anonymous............. 1,000.00

"Awarded to a candidate selected by the Freshman Scholarship Committee at Yale, the choice to be made on the basis of a candidate's school record, his special scholarship qualifying examination, his character and personality, his capacity for leadership, his promise of future usefulness, and his financial need."

Ralph Tipton Davis Memorial (1939). The Class of 1904, Princeton University, in memory of Ralph Tipton Davis, of the Class of 1904, Princeton University, and of the Class of 1900, Phillips Academy. 600.00

"Awarded to a student from Phillips Academy in his Freshman year at Princeton University, who is chosen by the Headmaster and Faculty of Phillips Academy because of his definite need for financial aid, scholarship, ideals, character, personality, and achievement in extra-curricular activities."

ALAN FOX (1942). Joseph C. Fox of the class of 1934 in memory of his father, the late Alan Fox of the class of 1899	1,200.00

"To be awarded annually in the sum of twelve hundred dollars to a student preparing for Yale University who is in need of financial aid and who, in the opinion of the Headmaster, combines those qualities of high intelligence and deep human understanding with marked athletic ability in such a manner as to make him the outstanding person in the eyes of the Faculty and students of Phillips Academy that was the man in whose memory this scholarship is given."

AWARD OF PRIZES AND SPECIAL SCHOLARSHIPS

1942-1943

DRAPER PRIZES

1. Carleton Hunter Boll, Nyack, N. Y.
2. John Curtis Farrar, Scarborough, N. Y.

MEANS PRIZES

1. Samuel Davidson Herron, Jr., Sewickley, Penna.
2. Wagner Perrin Thielens, Jr., Tuscaloosa, Ala.
3. Craig Philip Gilbert, Woodmere, L. I., N. Y.

ROBINSON PRIZES

Ross Grady Baker, Houston, Texas
Donald Justus Sterling, Jr., Portland, Ore.
Heath Ledward Allen, Harrisburg, Penna.

ARTHUR W. LEONARD PRIZES

1. Frederic Rockwell Gladstone Sanborn, Brooklyn, N. Y.
2. Donald Laurence Morton Blackmer, Andover
3. Otto Henry Gruner, Hewlett, L. I., N. Y.

CARR PRIZES

1. Rufus Crosby Kemper, Jr., Kansas City, Mo.
2. Morey Levine, Lowell
3. Donald Laurence Morton Blackmer, Andover

SCHWEPPE PRIZES

1. Michael Sewall Thompson, Warrenton, Va.
2. Walter France Torrance, Jr., Waterbury, Conn.

Honorable Mention:
John Wesson Bolton, North Andover

GOODHUE PRIZES

1. Harold Holmes Owen, Jr., Concord, N. H.
2. Wagner Perrin Thielens, Jr., Tuscaloosa, Ala.

CHARLES C. CLOUGH PRIZE

Alexander Dominic Loveday, Princeton, N. J.

STEPHEN S. LANGLEY PRIZE

John Richard Finnegan, New York City

JOSEPH COOK PRIZE

Robert Paul Blume, Pittsburgh, Penna.

ALLEN ROGERS BENNER PRIZE

Robert Lewis Daley, Dedham

DOVE PRIZE

Richard Sherley Morgan, Princeton, N. J.

WOOLSEY PRIZES

Latin 3:
Translation and Composition
Archibald Cary Coolidge, Jr., Lakeville, Conn.
Honorable Mention:
John Curtis Farrar, Scarborough, N. Y.

Recitation
Divided between:
John Curtis Farrar, Scarborough, N. Y.
Elihu Lauterpacht, Cambridge, England

Latin 2:

Translation and Composition
William Francis O'Shea, Belmont

Recitation

Robert Pease Flint, Hinsdale, Ill.
Honorable Mention:
Nehemiah Boynton, 3d, Waban

JUNIOR RECITATION PRIZE

Charles Cornelius Hull, 3d, Brooklyn, N. Y.

VALPEY CLASSICAL PRIZE

In Latin: John Curtis Farrar, Scarborough, N. Y.

E. B. CONVERS PRIZES

1. John Curtis Farrar, Scarborough, N. Y.
2. John Marshall Ricker, Walpole

JOHN REESE STEVENSON PRIZES

1. Archibald Cary Coolidge, Jr., Lakeville, Conn.
2. Thompson Cook McGowan, Cleveland Heights, Ohio

GEORGE T. EATON PRIZE

Edward Bailey Crichton, Harrisburg, Penna.

MATTHEW S. McCURDY PRIZES

1. George Clinton Sweeney, Jr., West Newton
2. James Stevenson Munro, Jr., Newton Highlands

THE RENSSELAER MEDAL

Joseph Mortimer Kiernan, Jr., Andover

ROBERT STEVENSON PRIZE (MATHEMATICS)

Allen McGill Daley, Swarthmore, Penna.

JOHN AIKEN PRIZES

1. Cornelius George Niebank, Jr., Jamestown, N. Y.
2. John Laurence Finneran, North Andover

FREDERIC HOLKINS TAYLOR PRIZES

1. Alexander Dominic Loveday, Princeton, N. J.
2. Paul Chandler Matthews, Jr., Scarsdale, N. Y.

WILLIAM S. WADSWORTH PRIZE

John Curtis Farrar, Scarborough, N. Y.

DALTON PRIZE

Joseph Mortimer Kiernan, Jr., Andover

OTHNIEL C. MARSH PRIZES

1. Frederick Davis Greene, 2d, Upper Montclair, N. J.
2. Thomas Arnette Haymond, Fairmont, W. Va.

GEORGE LAUDER PRIZE

John Wesson Bolton, North Andover
Honorable Mention:
Alfred Gilbert Harris, Andover

LLOYD W. SMITH PRIZE

Alexander Dewey Calhoun, Jr., Andover
Honorable Mention:
Eugene Ernest Pantzer, 3d, Sheboygen, Wis.

CHARLES ELLIOTT PERKINS PRIZE

Eugene Ernest Pantzer, 3d, Sheboygan, Wis.

Honorable Mention:

Alexander Dewey Calhoun, Jr., Andover

HAYMOND PRIZE

Alexander Dewey Calhoun, Jr., Andover

PHILOSOPHY PRIZE

Eugene Ernest Pantzer, 3d, Sheboygan, Wis.

CHARLES CUTTER PRIZES

1. James Mendon Moore, Winchester
2. William Alfred Graham, New York City

FRANK VAN DER STUCKEN PRIZE

Divided between:

Dwight Delavan Killam, Andover
Ralph Wesley Reynolds, Winchester

PRIZE FOR PROFICIENCY IN PIANO-FORTE PLAYING

1. Ian Seaton Pemberton, New York City
2. Gilman Frederick Collier, New York City

MORSE PRIZE

Gordon Gilmore Bensley, Summit, N. J.

THOMPSON PRIZE

Robert Jordan, Upper Montclair, N. J.

ADDISON GALLERY ASSOCIATES PRIZE

William Anderson Coleman, Nashua, N. H.

JOHN ESTHER GALLERY PRIZE

Frank Mortimer Magee, Jr., New Bloomfield, Penna.

JOHN REESE STEVENSON PRIZE (NAVIGATION)

Robert Cornelius Montgomery, Stamford, Conn.

BUTLER THWING PRIZE

Richard Lawrence Welch, Wellesley Hills

JOHN P. HOPKINS PRIZE

Divided among:

Warren Harding Bell, Andover
Francis Brown, Jr., Salem
James Peters Christie, Jr., Andover
Arnold Jay Cohen, Swampscott
John Laurence Finneran, North Andover
John Wilson Kellett, Methuen
Richard Ward Kimball, Andover
John Maxim Lee, Farmington, Conn.
Mason Faulconer Lord, Baltimore, Md.
C. Stanley Porter, Jr., Shrewsbury
Edward Niles Thompson, Fall River

THE PHILLIPIAN PRIZE

Stuart Johnston Northrup, New Haven, Conn.
Craig Philip Gilbert, Woodmere, L. I., N. Y.

THE CECIL K. BANCROFT PRIZE

Francis Brown, Jr., Salem

THE NEW ENGLAND FEDERATION OF HARVARD CLUBS PRIZE

Donald Justus Sterling, Jr., Portland, Ore.

THE AURELIAN HONOR SOCIETY PRIZE

Henry Richard Duden, Englewood, N. J.

THE JOHN ADAMS KINGSBURY, JR. PRIZE

Thomas Jerome Hudner, Jr., Fall River

FACULTY PRIZE

Allen McGill Daley, Swarthmore, Penna.

FULLER PRIZE

Thomas Arnette Haymond, Fairmont, W. Va.

HEADMASTER'S PRIZE

Philip Meurer Drake, Flushing, N. Y.

THE IMPROVEMENT PRIZE

Joseph Mortimer Kiernan, Jr., Andover

YALE CUP

Henry Richard Duden, Englewood, N. J.

ROBERT HENRY COLEMAN MEMORIAL SCHOLARSHIP

George Nelson Meeks, Vancouver, British Columbia, Canada

GEORGE WEBSTER OTIS SCHOLARSHIP

Frederick Davis Greene, 2d, Upper Montclair, N. J.

GEORGE XAVIER MCLANAHAN MEMORIAL SCHOLARSHIP

Divided between:

Peter Bulkeley Baker, Grosse Pointe, Mich.
Daniel Thuering Carroll, Burlington, Vt.

JOHN CORNELL SCHOLARSHIP

Alfred Gilbert Harris, Andover

GORDON FERGUSON ALLEN MEMORIAL SCHOLARSHIP

Ian Seaton Pemberton, New York City

REV. WILLIAM HENRY AND ELLEN CARY HASKELL SCHOLARSHIP

John Wilson Kellett, Methuen

ALFRED HOWLETT DURSTON SCHOLARSHIP

Dozier Nelson Fields, Jr., Islip, N. Y.

SMITH LEWIS MULTER, JR. MEMORIAL SCHOLARSHIP

Edward Shove Cook, Rochester, N. Y.

WILLIAM THOMPSON REED SCHOLARSHIP

Archibald Cary Coolidge, Jr., Lakeville, Conn.

CHARLES C. CLOUGH MEMORIAL SCHOLARSHIP

Benjamin Yates Brewster, Jr., Nashua, N. H.

SCHUYLER BUSSING SERVISS MEMORIAL SCHOLARSHIP

William Alan Christison, Andover

SOCIETY OF INQUIRY SCHOLARSHIPS

John Dutton Conant Little, Andover
John Butler Snook, Upper Montclair, N. J.

ALAN FOX SCHOLARSHIP

Robert Phillips Hatch, Fairfield, Conn.

ANDOVER-HARVARD SCHOLARSHIP

Carleton Stevens Coon, Jr., Wakefield

HARVARD-ANDOVER SCHOLARSHIP

Paul Chandler Matthews, Jr., Scarsdale, N. Y.

FRANK DALE WARREN SCHOLARSHIP

George Maurice Lethbridge, Jr., Upper Montclair, N. J.

AMHERST COLLEGE SCHOLARSHIP

Donald Schofield Burns, Andover

SPECIAL MENTION FOR DISTINGUISHED SCHOLARSHIP DURING THE SENIOR YEAR—1942-1943

ART

Gordon Gilmore Bensley
William Anderson Coleman
Robert Jordan

BIOLOGY

Thomas Arnette Haymond

CHEMISTRY

Joseph Mortimer Kiernan, Jr.
Oswald Swinney Lowsley, Jr.
John Francis Reichard

ENGLISH

Alexander Dewey Calhoun, Jr.
Paul Chandler Matthews, Jr.
Robert Harland Northup
Harold Holmes Owen, Jr.
Eugene Ernest Pantzer, 3d
Wagner Perrin Thielens, Jr.

FRENCH

Allen McGill Daley
Alfred Duhrssen, Jr.
Paul Chandler Matthews, Jr.

GERMAN

Allen McGill Daley

LATIN

Eugene Ernest Pantzer, 3d

HISTORY

Ross Grady Baker
Alexander Dewey Calhoun, Jr.
Eugene Ernest Pantzer, 3d

MATHEMATICS

Allen McGill Daley
Richard Renville Harshman
Joseph Mortimer Kiernan, Jr.
John Francis Reichard
Thomas Warren Sarnoff
George Clinton Sweeney, Jr.

PHYSICS

Richard Morris Adler
Francis Brown, Jr.
John Minot Dudley
Henry Charlton Lincoln
Paul Chandler Matthews, Jr.
John Marshall Ricker
Wagner Perrin Thielens, Jr.

SPANISH

John Randolph
David Ross Toll

CUM LAUDE SOCIETY

This society aims to bestow that recognition upon high scholarship in the preparatory schools which the Phi Beta Kappa Society gives to it in the colleges. A scholastic average of 81% is required for election.

These members of the class of 1943 were elected to membership in the *Cum Laude* Society on the basis of their superior scholarship in all subjects for their Senior year.

Ross Grady Baker
Eugene Irving Blount
Francis Brown, Jr.
Alexander Dewey Calhoun, Jr.
Allen McGill Daley
Robert Lewis Daley
Richard Renville Harshman
Leon A. Harris, Jr.
Joseph Mortimer Kiernan, Jr.
William Jay Lippman
Oswald Swinney Lowsley, Jr.
Paul Chandler Matthews, Jr.
Robert Cornelius Montgomery
Robert Harland Northup
Eugene Ernest Pantzer, 3d
John Randolph
John Francis Reichard
John Marshall Ricker
Thomas Warren Sarnoff
George Clinton Sweeney, Jr.
Edwin Hallett Tebbetts
Wagner Perrin Thielens, Jr.
Davis Peabody Thurber
David Ross Toll

SCHOLARSHIP HONORS 1942-1943

Honors of the First Grade

Awarded to those who have no grade lower than 80 and a grade of at least 90 in half the number of hours.

SENIORS

A. D. Calhoun, Jr.	1 term	E. E. Pantzer, 3d	1 term
A. M. Daley	3 terms		

UPPER MIDDLERS

J. C. Farrar	1 term	D. J. Sterling, Jr.	2 terms

LOWER MIDDLERS

J. F. Burns, 3d	2 terms

JUNIORS

W. A. Christison	1 term	B. H. Stevens	1 term
M. S. Foxwell	2 terms	R. L. Welch	1 term

Honors of the Second Grade

Awarded to those who have an average of 85 and no grade lower than 70.

SENIORS

E. I. Blount	1 term	R. C. Montgomery	2 terms
F. Brown, Jr.	1 term	E. E. Pantzer, 3d	1 term
A. D. Calhoun, Jr.	1 term	J. M. Ricker	3 terms
F. M. Eccles	2 terms	T. W. Sarnoff	1 term
R. R. Harshman	2 terms	W. P. Thielens, Jr.	1 term
J. M. Kiernan, Jr.	3 terms	D. P. Thurber	2 terms
P. C. Matthews, Jr.	2 terms	D. R. Toll	2 terms

UPPER MIDDLERS

H. J. Ellis, Jr.	1 term	D. J. Sterling, Jr.	1 term
J. C. Farrar	2 terms	W. Stevens	3 terms
F. D. Greene, 2d	1 term	J. C. Thompson	2 terms
J. W. Kellett	3 terms	R. H. Young	1 term
T. C. McGowan	1 term		

LOWER MIDDLERS

P. B. Baker	1 term	J. P. Eastham	1 term
J. F. Burns, 3d	1 term	R. Newhall, Jr.	1 term
A. C. Coolidge, Jr.	1 term	W. F. O'Shea	1 term

JUNIORS

W. A. Christison	1 term	G. N. Meeks	1 term
A. G. Flues	1 term	R. C. Moses	1 term
A. C. Gallagher	2 terms	B. H. Stevens	2 terms
J. D. C. Little	2 terms	R. L. Welch	2 terms

STUDENTS 1943-1944

STUDENT COUNCIL

Seniors

Benjamin Yates Brewster, Jr.
John Reynolds Farrington
James Hay Hudner
William Forrester Neale, Jr.
Joseph Wells Reisler
Roger Sherwood Seymour
Whitney Stevens

Upper Middlers

Lawrence Cutting Dalley
Dozier Nelson Fields, Jr.
Arthur Keefe Moher

Lower Middlers

Arthur Connell Gallagher
Charles Waldo Smith

SENIORS

(Names marked with an asterisk are those of students eligible for graduation February 25, 1944, under the War Program.)

Abbott, Julian Bingham	*Cleveland Heights, Ohio*
Abbott, William Franklin, Jr.	*Salem*
Abrons, Richard	*New Rochelle, N. Y.*
*Adams, Frederick Wildes, Jr.	*Pittsburgh, Pa.*
Adams, William, 3d	*Sarasota, Fla.*
Allen, Corey	*Littleton, Colo.*
Allen, Heath Ledward	*Harrisburg, Pa.*
Allenby, Hubert Alfred	*Falmouth*
*Allott, Hugh Roberts	*Newburgh, N. Y.*
Arnold, Mason Green	*Willimantic, Conn.*
Arnold, Samuel Paul, 2d	*Pittsburgh, Pa.*
Ault, John Burchenal	*Redding, Conn.*
Averback, Philip Benjamin	*Lawrence*
Avery, John, Jr.	*Andover*
Baker, Peter Bulkeley	*Grosse Pointe, Mich.*

*Ballard, Ernest Schwefel, Jr.	*Winnetka, Ill.*
Barlow, Charles Beach	*New Milford, Conn.*
Beach, David Nelson, 3d	*New Haven, Conn.*
Bergheim, Melvin Lewis	*Brookline*
Berlin, Donald Mayer	*Brookline*
Boeschenstein, William Wade	*Perrysburg, Ohio*
Boll, Carleton Hunter	*Nyack, N. Y.*
*Bolton, John Wesson	*North Andover*
*Bourne, John	*Kennebunk, Maine*
Bowen, John Farnam	*Oneida, N. Y.*
Boyd, William Young	*Panama City, R. P.*
Boynton, Nehemiah, 3d	*Waban*
Bramwell, Willis Kelner, Jr.	*Eldora, Iowa*
Brewster, Benjamin Yates, Jr.	*Nashua, N. H.*
Briggs, Winstanley Crowen	*Lake Forest, Ill.*
Brown, Joseph Real, Jr.	*Fort Smith, Ark.*
Browning, Roderick Hanson	*Ogden, Utah*
Bryant, David	*New York, N. Y.*
*Bull, Richard Sutton, Jr.	*New York, N. Y.*
*Burgess, Newton Albert, Jr.	*Summit, N. J.*
Burke, Robert Henry	*Greenfield*
Cahill, James Dalton, Jr.	*Bradford*
Caldwell, John Walter	*Houston, Texas*
Canty, George Romuald, Jr.	*Washington, D. C.*
Carroll, Daniel Thuering	*Burlington, Vt.*
*Cartmell, Vinton Aikins	*Somerville, N. J.*
Castagnet, Frank John	*Havana, Cuba*
Chamberlin, Frederick Bishop, Jr.	*Winchester*
Chun, Kenneth Kee-Hoi	*Shanghai, China*
Cook, Edward Shove	*Rochester, N. Y.*
Coon, Carleton Stevens, Jr.	*Wakefield*
Crawford, David Roy	*Tulsa, Okla.*
Crompton, Willard	*West Falmouth*
Cushing, Robert Hamilton, Jr.	*Lancaster, N. Y.*
*Dalrymple, James William, Jr.	*Andover*
Deming, Angus	*New City, N. Y.*
Deming, Herbert Everett	*Hamden, Conn.*
Dickey, John Stanley	*Rockville Center, N. Y.*
Dorsey, John David	*Douglaston, L. I., N. Y.*
*Dulaney, Woodford Hector, Jr.	*Louisville, Ky.*

Dunn, John Morton	*West Hartford, Conn.*
*Eagleson, David Alexander	*Columbus, Ohio*
Eatough, Christopher John	*Woking, Surrey, England*
*Elliott, Caleb Denny, Jr.	*Port-au-Prince, Haiti*
Ellis, Stearns Russell, 2d	*Winchester*
Ericson, Donald Wallace	*St. Charles, Ill.*
Farrar, John Curtis	*Scarborough, N. Y.*
*Farrington, John Reynolds	*Lowell*
*Finneran, John Laurence	*North Andover*
Foster, Isaac Chillingsworth	*Brewster*
Francisco, Clarence Brydon	*Kansas City, Kansas*
Gale, Justin Edgerton	*Andover*
*Gordon, Graham	*Louisville, Ky.*
Graham, William Alfred	*New York, N. Y.*
Grant, Lester Joseph	*Boston*
Greene, Frederick Davis, 2d	*Upper Montclair, N. J.*
Hackney, Blair Hamilton	*Atchison, Kansas*
Hall, Harry, 2d	*Yorktown Heights, N. Y.*
Harrington, Richard Buck	*Worcester*
*Harris, Alfred Gilbert	*Andover*
Hascall, Norman Eddy, 2d	*Perrysburg, Ohio*
Hatch, Robert Phillips	*Fairfield, Conn.*
Hatton, Richard Davis	*Fairhaven*
Hayes, Edmund, Jr.	*Portland, Ore.*
Heckel, Theodore Gustav	*Massapequa, L. I., N. Y.*
Heming, Charles Emanuel	*New York, N. Y.*
Hexter, Victor Henry, 2d	*Dallas, Texas*
Hickey, William Stark	*Grosse Pointe, Mich.*
Hippard, John Stevens	*Uniontown, Pa.*
Howard, Thomas Parker	*Milton*
*Hudner, James Hay	*Fall River*
Hughes, David Brewster	*Pittsburgh, Pa.*
Humphries, Floyd Thurston, Jr.	*Andover*
Isham, Heyward	*New York, N. Y.*
Johns, Benjamin Murley, Jr.	*Wilmington, Dela.*
Jones, Clayton Rothschild, Jr.	*Portland, Ore.*
Jordan, Robert Alvin	*South Portland, Maine*
*Kalbfleisch, Karl Henry, Jr.	*Wellesley Hills*
Kellett, John Wilson	*Methuen*
Kiam, Victor Kermit	*Greenwich, Conn.*

Killam, Dwight Delavan	*Andover*
Kittleman, Charles Wesley, Jr.	*Greenville, Miss.*
*Knight, Chesterton Stevens, Jr.	*Brockton*
Koechl, Victor Karl	*Farmington, Conn.*
Lauterpacht, Elihu	*Cambridge, England*
Lawlor, Robert Colman	*Dover, N. H.*
Liddle, Harold Venable	*Wyoming, Ohio*
Lilien, Robert David	*New York, N. Y.*
Lord, John Franklin	*Andover*
Lord, Mason Faulconer	*Baltimore, Md.*
Lyne, Daniel Joseph, Jr.	*Newton*
McCann, Frederic	*Brockton*
McCulloch, Norman Estes, Jr.	*Barrington, R. I.*
McGowan, Thomson Cook	*Cleveland Heights, Ohio*
McKim, Robert James ,Jr.	*New York, N. Y.*
McKinley, Richard Smallbrook, 3d	*Paoli, Pa.*
McManaway, James Clifford, Jr.	*Clarksburg, W. Va.*
*McMorris, L. Sells	*Washington, D. C.*
Mack, Joseph Newlin	*McKeesport, Pa.*
*Magee, Frank Mortimer, Jr.	*New Bloomfield, Pa.*
Magison, Ernest Carroll	*Reading*
Meacham, Frederick Castle, Jr.	*Boston*
Mellor, Charles Richard	*Great Neck, L. I., N. Y.*
Meyer, Henry Coddington, 4th	*New York, N. Y.*
Micou, Paul	*Boston*
Milender, Sumner Norton	*Brookline*
Moore, Hardwick Bigelow	*Peterborough, N. H.*
Morgan, Richard Sherley	*Princeton, N. J.*
Morse, Thomas Robeson, Jr.	*Boston*
Munroe, William Frederick	*Rochester, N. Y.*
Neale, William Forrester, Jr.	*Dallas, Texas*
Nye, Joseph Bradish, 3d	*Brockton*
†O'Brien, Charles Ambrose	*Lawrence*
*O'Brien, John Larkin, Jr.	*Loudonville, N. Y.*
O'Brien, Robert Thomas	*Medford*
O'Keeffe, Richard Michael	*Chestnut Hill*
Parker, Otis Hudson, Jr.	*Watertown*
Pattee, Richard Saltonstall	*Cohasset*
Pearson, Edward Hale, Jr.	*Scarsdale, N. Y.*

†Graduated December 15, 1943

Pemberton, Ian Seaton	*New York, N. Y.*
Percy, Robert Bosworth	*Rumford, R. I.*
Petter, Jay Clements	*Holland, Mich.*
Phinney, Arthur Osgood, Jr.	*Winchester*
Pierce, Noble Kendall	*Bristol, Conn.*
Pitman, Douglas Townsend	*Andover*
Porter, Richard, 2d	*Shrewsbury*
Pratt, Frederick Sanford, 2d	*Chestnut Hill*
Prisley, John Post	*Andover*
*Quinby, Henry Dean, 3d	*Rochester, N. Y.*
*Rains, James Breer	*Sewickley, Pa.*
Reisler, Joseph Wells	*New York, N. Y.*
Robinson, John Chatfield	*Great Neck, L. I., N. Y.*
Rohrbach, Gerwin Karl Heinrich	*Andover*
*Roome, Peter Willemse	*Greenwich, Conn.*
Sabin, John Russell	*Portland, Ore.*
Sagar, Charles Parker	*Greenwich, Conn.*
Scheide, Philip Cornell	*West Hartford, Conn.*
Schine, Joel David	*Bridgeport, Conn.*
Schuster, Richard	*New York, N. Y.*
*Selden, George Lord	*Andover*
Selfridge, Walter Robert, Jr.	*Andover*
Seymour, Roger Sherwood	*Greenwich, Conn.*
Shepard, John Field	*Ballardvale*
Simons, Harold Lee	*Great Neck, L. I., N. Y.*
Simpson, William Kelly	*New York, N. Y.*
Smith, Austin Chichester, Jr.	*Oconomowoc, Wisc.*
Smith, Carter	*Pittsburgh, Pa.*
Snider, Stanley Walter	*Chestnut Hill*
Snook, John Butler	*Upper Montclair, N. J.*
Sobin, Lester Gerard	*Jamaica Plain*
*Sperry, Allen McBrier	*Middlebury, Conn.*
Stark, Frederic Wagner, 2d	*Nantucket*
Stauffer, John Craig	*Hagerstown, Md.*
Sterling, Donald Justus, Jr.	*Portland, Ore.*
Stevens, John Peters, 3d	*South Plainfield, N. J.*
Stevens, Whitney	*Arlington, Va.*
Stockwell, Sherwood Beach	*Hamilton*
Strong, Carlton Matthew, Jr.	*Andover*
Strong, Roger Leon	*New York, N. Y.*

Talbot, Herbert William, Jr.	*Englewood, N. J.*
*Taylor, Holmes Webster	*New York, N. Y.*
Thomas, John Fox, Jr.	*Evansville, Ind.*
Thompson, John Cincinnatus	*East Liverpool, Ohio*
*Tompkins, Gerald Samuel, Jr.	*Front Royal, Va.*
Torrance, Walter France, Jr.	*Waterbury, Conn.*
Tucker, Alvin Howard	*Brookline*
Turner, Albert Farrant	*Oregon, Ill.*
Turner, John David	*Maracaibo, Venezuela*
Underhill, Edwin Stewart, 3d	*Hammondsport, N. Y.*
Wagner, William Macy	*West Medford*
Walker, Willard Brewer	*Hingham*
Wayman, Douglas Howard	*Rochester, N. Y.*
Wensinger, Arthur Stevens	*Grosse Pointe, Mich.*
Whitney, Wheelock, Jr.	*Wayzata, Minn.*
Williamson, Robert Byron, Jr.	*Augusta, Maine*
Wilmer, Edward Pancoast	*Granville, N. Y.*
Wilson, Norman Henry	*Middletown, Conn.*
Wise, Edward Everett	*Albany, N. Y.*
Wofsey, Robert Allen	*Stamford, Conn.*
Woodrow, William Tillman, Jr.	*Cincinnati, Ohio*
Young, Raymond Henry	*Needham*
*Young, William Johnson, 2d	*South Peabody*
Zagorski, Frank John	*Meriden, Conn.*
*Zierick, Russell Frederick	*Yonkers, N. Y.*

Seniors—199

UPPER MIDDLERS

Alford, Frederick Hascy Pouch	*Orange, Conn.*
Anderson, Thomas Hart, 3d	*Princeton, N. J.*
Anderson, William Scovil	*Watertown*
Andrews, Robert Underwood	*Greenwich, Conn.*
Arey, Florian George, Jr.	*Boston*
Ault, Bromwell, Jr.	*Redding, Conn.*
Baker, Seth Harry	*New York, N. Y.*
Baldwin, George Storer, Jr.	*Brookline*
Barnum, William Milo	*Greenwich, Conn.*
Bassick, Edgar Webb, 3d	*Bridgeport, Conn.*

Baty, David Rust	*Flossmoor, Ill.*
Beach, Robert Sheldon, 2d	*Saginaw, Mich.*
Beckwith, Andrew Madds	*Fitchburg*
Bell, Wallace Houston	*Andover*
Bell, Warren Harding	*Andover*
Bergstrom, Lee Barnard	*Shaker Heights, Ohio*
Bishop, Broughton Hayward	*Portland, Ore.*
Bishop, John Wesley	*Kingston, N. Y.*
Blake, John Wright	*Wellesley Hills*
Bomeisler, Douglass Mortimer, Jr.	*Greenwich, Conn.*
Bonbright, Irving Wayland, 3d	*Englewood, N. J.*
Bouton, Irving Gladwin	*Tenafly, N. J.*
Boyd, Robert Skinner	*Scarsdale, N. Y.*
Bradley, Wendell Phillips	*Bayside, L. I., N. Y.*
Burbank, Reginald, Jr.	*New York, N. Y.*
Burns, James Ferguson, 3d	*New York, N. Y.*
Bushnell, Frederic Folsom	*West Newton*
Carter, Alan Peter	*Woodstock, Vt.*
Caulkins, David Smallwood	*Scarsdale, N. Y.*
Chapin, Richard Morse	*Providence, R. I.*
Chase, Frederick Starkweather, 2d	*Middlebury, Conn.*
Chittick, Charles Yardley, Jr.	*Waban*
Cohen, Maurice Uran	*Woodmere, L. I., N. Y.*
Collier, Reginald Bruce	*Hopewell, N. J.*
Conant, Brewster	*Brookline*
Cook, James Arthur, Jr.	*Marblehead*
Coolidge, Archibald Cary, Jr.	*Cambridge*
Couch, Richard Monro	*Troy, Pa.*
Crosby, Albert Hastings, Jr.	*Wayzata, Minn.*
Daetsch, Richard Chester	*Hamburg, N. Y.*
Dake, Richard Edwin	*Andover*
Dalley, Lawrence Cutting	*New York, N. Y.*
Dean, Robert Charles, Jr.	*Wellesley*
De Witt, Richard Herbert, Jr.	*Cleveland, Ohio*
Dixon, John Iversen	*Indianapolis, Ind.*
Duggan, John Russell	*Malden*
Dulaney, George Du Relle	*Louisville, Ky.*
Dunbar, Donald Cowing	*Andover*
Dunn, Gary Roberts	*Champlain, N. Y.*
Eacker, Edward Wilcox	*Weston*

Easley, Ronald Merl, Jr.	*Marblehead*
Eastham, John Perry	*Andover*
Eddy, Thomas Phillips	*Pittsburgh, Pa.*
Edman, Frank Talmage	*Pittsfield*
Ellis, William Morgan	*Newark, N. J.*
Estin, Hans Howard	*Brookline*
Ettelson, John Sommer	*Portland, Ore.*
Everett, Willard	*Walpole*
Fields, Dozier Nelson, Jr.	*Islip, L. I., N. Y.*
Fitzsimons, Sherman Joseph	*Grosse Pointe Farms, Mich.*
Fuller, Alexander Sessums Cleveland	*Portchester, N. Y.*
Furbish, Roger Franklin	*Princeton, Maine*
Gaige, Jeremy	*Peekskill, N. Y.*
Gaines, Leonard Myrton, Jr.	*Ruxton, Md.*
Gallagher, John Francis	*Colorado Springs, Colo.*
Gearing, Charles Morris, 2d	*Meriden, Conn.*
Gelb, Bruce Stuart	*Stamford, Conn.*
Goff, Frederick Harris	*Cleveland, Ohio*
Grant, Dana Wentworth	*Pelham, N. Y.*
Gray, Richard Emery	*Syracuse, N. Y.*
Greene, Frank Lester	*Franklin, Ind.*
Griffith, Charles Perry	*Indianapolis, Ind.*
Grosz, Peter Michael	*Douglaston, L. I., N. Y.*
Hand, James Dennis	*Forest Hills, L. I., N. Y.*
Hanke, Jonathan Gilbert	*Garrett Park, Md.*
Hardy, Anton Gysberti, Jr.	*Manchester, Vt.*
Harig, Bernhardt Gold	*Andover*
Hayden, Howard Penberthy	*Santiago, Chile*
Herman, James Stackpole	*Dauphin, Pa.*
Hetzler, Peter	*New York, N. Y.*
Hilbert, Webb, Jr.	*Katonah, N. Y.*
Hogg, Alexander McClurg	*Key West, Fla.*
Holbrook, John Ginn	*Haverhill*
Holmes, Peter Carl	*Cleveland, Ohio*
Homer, Chester Earl, Jr.	*Newton Centre*
Horner, Leonard Mansfield	*West Hartford, Conn.*
Hoy, Ross Kitchener	*Kenilworth, Ill.*
Hunting, Huston Stanley	*Rochester, N. Y.*
Hutchison, James Elder	*West Hartford, Conn.*

Hyder, Henry Kalil, Jr.	*Methuen*
Ihde, Stanley Walker	*Paterson, N. J.*
Ingraham, Edward Forster	*Marblehead*
Isitt, Charles Frederick Camac	*Van Nuys, Calif.*
Jewett, George Frederick, Jr.	*Spokane, Wash.*
Jones, Robert Leroy, Jr.	*Chelmsford*
Kaiser, Charles Andrew	*West Hartford, Conn.*
Kelley, James Denvir	*New York, N. Y.*
Kemper, Rufus Crosby, Jr.	*Kansas City, Mo.*
Kerr, Geoffrey	*New York, N. Y.*
Kerr, William Wallace, 3d	*Melbourne, Fla.*
Killam, Frederick Meacham	*Hamden, Conn.*
King, Charles Arthur	*Plainfield, N. J.*
Kingery, Frederick Jacobs	*Portland, Ore.*
Kingsberg, Harold Joseph	*New York, N. Y.*
Koch, John Lester, Jr.	*Sewickley, Pa.*
Kohlberg, Laurence	*Bronxville, N. Y.*
Kohler, Carl James, Jr.	*Kohler, Wisc.*
Kutscher, Louis Frederic, Jr.	*Milford, Conn.*
Lagemann, Peter Jay	*Englewood, N. J.*
Lampe, John Scarborough	*Ridgewood, N. J.*
Lansill, John Scott, Jr.	*Lexington, Ky.*
Lazo, Mario, Jr.	*Havana, Cuba*
Leavitt, Richard Pease	*Durham, N. H.*
Lebenthal, James Avram	*New York, N. Y.*
Lee, John Maxim	*Farmington, Conn.*
Lenahan, Charles Bernard, 2d	*Forty Fort, Pa.*
Lennan, John Ross	*Tenafly, N. J.*
Levin, William Robert	*Norwich, Conn.*
Levine, Morey	*Lowell*
Levis, Frederick Hemsley, Jr.	*Philadelphia, Pa.*
Lewis, Morton Leonard	*Newton*
Little, John Dutton Conant	*Andover*
Love, Donald Charles	*Syracuse, N. Y.*
Lowe, Robert William	*Andover*
Loye, John Francis, Jr.	*Andover*
McCracken, Cummings Chesney	*Pittsfield*
McDuffie, Charles Howard	*Andover*
McInnes, Harold Addison Burbank	*Bath, Maine*
MacLellan, George Edward, 3d	*New Rochelle, N. Y.*

Madeira, Edward Walter, Jr.	*Philadelphia, Pa.*
Marks, Peter	*Chicago, Ill.*
Mason, Leland Benjamin	*Lawrence*
Masters, Richard Hosking	*Pembroke, Bermuda*
Mauran, Duncan Hunter	*Providence, R. I.*
Mead, Edward Matthew	*Erie, Pa.*
Mettler, William Kingsland	*East Orange, N. J.*
Milam, Arthur Wilson	*Jacksonville, Fla.*
Miller, William Henry	*Andover*
Moffly, John Wesley, 4th	*Philadelphia, Pa.*
Moher, Arthur Keefe	*Wellesley Hills*
Mohler, William Corson	*South Euclid, Ohio*
Moore, William, Jr.	*Gloucester*
Moreland, William Crawford, 2d	*Washington, D. C.*
Morgan, Harry Casswallon	*Scranton, Pa.*
Morris, Nelson, 2d	*Chicago, Ill.*
Morrison, Walter Nordhoff	*West Hartford, Conn.*
Munro, Robert Donald Malcolm	*Newton Highlands*
Munroe, Allan Ray	*Andover*
Naughton, Frank Ussher, 3d	*Worcester*
Neuhoff, Roger Alan	*Great Neck, L. I., N. Y.*
Newhall, Roger, Jr.	*Portland, Ore.*
Nicholson, Ronald Allen	*Lawrence*
Ohler, David	*Jamaica Plain*
Oliver, William Lawrence	*Andover*
O'Shea, William Francis	*Belmont*
Oudin, Charles Folger, Jr.	*Cooperstown, N. Y.*
Pabst, Gustave, 3d	*Milwaukee, Wisc.*
Page, Hazen Laburton	*Marblehead*
Payne, Frederick Roberts	*Boston*
Pratt, Walter Eggleston	*Minneapolis, Minn.*
Prideaux, George Donohue	*Port-of-Spain, Trinidad, B. W. I.*
Prior, William Allen	*Troy, Pa.*
Pyles, Lee Stuart	*Fairmont, W. Va.*
Raleigh, Thomas Leicester, Jr.	*Syracuse, N. Y.*
Reed, Howard Shattuck	*Dedham*
Reid, Harold Bishop, Jr.	*Bristol, Conn.*
Reynolds, Philip Reeves	*Brooklyn, N. Y.*
Robbins, Hollis Lawrence	*Swampscott*
Ryan, John Joseph, 3d	*Hewlett, L. I., N. Y.*

Saltonstall, William Lawrence	*Chestnut Hill*
Sanborn, Frederic Rockwell Gladstone	*Brooklyn, N. Y.*
Scanlan, James White	*Belmont*
Schine, Gerard David	*Gloversville, N. Y.*
Scobell, Richard Hayes	*Herkimer, N. Y.*
Shealy, Austin Craig	*Stamford, Conn.*
Siegel, Jay Samuel	*New York, N. Y.*
Smith, Horace Hanford, Jr.	*Louisville, Ky.*
Smith, Joseph Lincoln, Jr.	*Passaic, N. J.*
Spencer, Earle Franklin, Jr.	*Winchester*
Sper, Norman Leopold, Jr.	*Hollywood, Calif.*
Starke, Richard Prescott	*Durham, N. H.*
Steere, Anthony Wayne	*Everett, Ohio*
Stern, Gardner Henry, Jr.	*Chicago, Ill.*
Stride, Richard Joseph	*Biddeford, Maine*
Sutherland, Kenneth	*New Rochelle, N. Y.*
Terry, Robert William	*New York, N. Y.*
Thompson, Edward Niles	*Fall River*
Thompson, Michael Sewall	*Warrenton, Va.*
Thorndike, John Lowell	*Chestnut Hill*
Thurlow, Paul Edward	*Mars Hill, N. C.*
Timberman, Ellsworth Lozier, Jr.	*Bronxville, N. Y.*
Tippett, Raymond	*Drexel Hill, Pa.*
Towne, Anthony	*Haverhill*
Volk, Leonard William, 2d	*Dallas, Texas*
Ward, Lawrence William	*Brookline*
Warner, Sam Bass, Jr.	*Cambridge*
Warren, Henry Pitt, 3d	*Greenwich, Conn.*
Weix, Joseph Branick, Jr.	*Oconomowoc, Wisc.*
Welch, Richard Lawrence	*Wellesley Hills*
Wheeler, Edward Lockwood	*Mystic, Conn.*
Wigren, Arthur Adolph	*Glen Ridge, N. J.*
Wilbur, William Hale, Jr.	*Highland Park, Ill.*
Wilde, Roger Conant, Jr.	*Pueblo, Colo.*
Wilder, Stephen Fosdick	*Weston*
Williams, Edwin McBrier	*Montclair, N. J.*
Wilson, Edward Converse, Jr.	*Belmont*
Wirtz, Ralph Joseph	*Andover*
Wogan, Joseph Mansfield	*Newton*

Ziegler, Warren Leigh	*New York, N. Y.*
Zonino, Frederick Day	*Naugatuck, Conn.*
Zonino, James Day	*Naugatuck, Conn.*

Upper Middlers—211

LOWER MIDDLERS

Abruzzo, Matthew Thomas, Jr.	*Brooklyn, N. Y.*
Aikman, Walter Monteith	*Cazenovia, N. Y.*
Algrant, Roland Ralph	*Cornwall, Conn.*
Alling, John Wesley, Jr.	*Orange, Conn.*
Anderson, Arvid Julius, Jr.	*Naugatuck, Conn.*
Anderson, Daniel Ogren	*Jamestown, N. Y.*
Anderson, Oliver John	*Sewickley, Pa.*
Ardouin, Graham John Leslie	*Swampscott*
Asbury, Arthur Knight	*Cincinnati, Ohio*
Atwood, Joseph Rowen	*Concord, N. H.*
Baddeley, William Grosvenor	*New York, N. Y.*
Ballou, Donald Kent	*Newton Centre*
Bancroft, Lewis Clinton	*Boothbay, Maine*
Barber, David St. George	*Englewood, N. J.*
Barss, Lawrence Whitcomb	*Andover*
Barton, Bernard Douglas	*Foxboro*
Batchelder, Loring Eugene	*Andover*
Becker, Max, Jr.	*Buffalo, N. Y.*
Begien, Martin	*Cambridge*
Bell, John Gordon, Jr.	*Rye, N. Y.*
Bennett, Meridan Hunt	*Minneapolis, Minn.*
Black, Charles Frederick, Jr.	*Burlington, Vt.*
Blackmer, Donald Laurence Morton	*Andover*
Blanding, William Gardner	*West Barrington, R. I.*
Bradford, Lindsay, Jr.	*New York, N. Y.*
Brill, Michael	*Hewlett, L. I., N. Y.*
Bryant, Robert Hampden, Jr.	*Biddeford, Maine*
Brydon, James Walter	*Mexico City, Mexico*
Bush, Geoffrey Douglas	*Cambridge*
Carlsmith, Lawrence Allan	*Baton Rouge, La.*
Carter, Richard Eliot	*Nashua, N. H.*

Carver, Frank Whitney, Jr.	*Sharon*
Chace, Jonathan, Jr.	*Boston*
Cherry, Jay Leonard	*Swampscott*
Christie, James Peters, Jr.	*Andover*
Christison, William Alan	*Andover*
Chute, Myles Wotton	*Melrose*
Clarke, Kenneth Favor, Jr.	*Lexington*
Cohen, Arnold Jay	*Swampscott*
Collier, Gilman Frederick	*New York, N. Y.*
Constable, Giles	*Cambridge*
Cooper, James Fenimore	*New York, N. Y.*
Corydon, Jeff, 3d	*Cranston, R. I.*
Creamer, John Robert	*Andover*
Creelman, William Allen, Jr.	*Manhasset, L. I., N. Y.*
Crichton, Edward Bailey	*Harrisburg, Pa.*
Crosby, Clifton Dwinnell	*Alexandria, Va.*
Currier, William Albrecht	*Wenham*
Curtis, Elliot	*New York, N. Y.*
Daland, Andrew Petty	*Newton Centre*
Dale, James van Hamm	*Cincinnati, Ohio*
Darling, James Sands, 3d	*Hampton, Va.*
Dawson, John Ellsworth	*Pittsfield*
Donovan, Edward Joseph, Jr.	*New York, N. Y.*
Doty, Foster Wood, Jr.	*Longmeadow*
Doyle, Fred Wendell, Jr.	*Andover*
Dwyer, John Dennis	*Medford*
Dysart, Samuel Clayton, Jr.	*Havana, Cuba*
Falls, Norton Horr	*Maplewood, N. J.*
Fisher, Paul Kingsbury, Jr.	*Mt. Kisco, N. Y.*
Fisher, Stephen Hayner	*Long Island City, N. Y.*
Flues, Anderson Gilmore	*Fremont, Ohio*
Foxwell, Marshall Strong	*Camden, Maine*
Freeman, John Wheelock	*New York, N. Y.*
Fullerton, Richard Gordon	*Boston*
Gallagher, Arthur Connell	*Colorado Springs, Colo.*
Garner, Robert Wright	*New York, N. Y.*
Gifford, Garret Ackerson	*New York, N. Y.*
Goodyear, Henry Marks, Jr.	*Cincinnati, Ohio*
Gordon, Edward Alexander	*Andover*
Graw, George Killorin	*Wakefield*

Griffiths, Kenneth Frank	*Larchmont, N. Y.*
Gruner, Otto Harry, 3d	*Hewlett, L. I., N. Y.*
Hanke, Peter Stevenson	*Garrett Park, Md.*
Hardwick, Charles Arthur	*Gwynedd Valley, Pa.*
Harrison, Peter John	*Greenwich, Conn.*
Haskell, Owen	*Yarmouth, Maine*
Hayes, Frederick Wheeler	*Portland, Ore.*
Heard, Cyrus Ramsey	*Sewickley, Pa.*
Heely, Leroy Patterson	*Plainfield, N. J.*
Higbie, Laurence B.	*Grosse Pointe, Mich.*
Hopkinson, Thomas Macy	*New Bedford*
Hord, Stephen Young, Jr.	*Lake Forest, Ill.*
Hornor, Townsend	*Osterville*
Hudner, Richard Reilly	*Fall River*
Hull, Charles Cornelius, 3d	*Brooklyn, N. Y.*
Hutcheson, Aubrey De Nyse, Jr.	*Old Chatham, N. Y.*
Jackson, Alexander	*Chestnut Hill*
Jackson, Winslow Loring	*Chicago, Ill.*
Jones, Frank Sidney	*Greensboro, N. C.*
Jordan, Edwin Churchill	*Worcester*
Kerrigan, Anthony Gunning	*Katonah, N. Y.*
Kimball, Richard Ward	*Andover*
Lacy, Gordon Heisler	*Ogdensburg, N. Y.*
Landergan, Walter Lawrence, Jr.	*Lawrence*
Lanes, Alfred Sheldon	*Waban*
Lazo, Donald Minshall	*Havana, Cuba*
Levitan, Harold Lee	*Newton Centre*
Lincoln, Richard Mather	*Ann Arbor, Mich.*
Lynch, John Dee	*Concord*
McCormick, Thomas Francis	*Lawrence*
McKee, Jasper	*New York, N. Y.*
McLanahan, Duer, Jr.	*Miami Beach, Fla.*
Mackenzie, Malcolm Lewis	*Treichlers, Pa.*
Macomber, John DeWitt	*Rochester, N. Y.*
Marier, Paul Alexander	*Andover*
Mastrangelo, Edward Ferdinand	*Fitchburg*
Mastrangelo, Ferdinand Ralph	*Lunenburg*
Maxwell, Dennis Gray, 3d	*Westport, Conn.*
May, Irénée du Pont	*Granogue, Dela.*
Meeks, George Nelson	*Vancouver, B. C., Canada*

Mellor, James Norman	*Great Neck, L. I., N. Y.*
Merchant, Robert Conway	*Andover*
Miller, John George, Jr.	*Lawrence*
Montgomery, James Dallas	*Sharon*
Morris, William Horace	*Greenwich, Conn.*
Morrison, Richard Winton	*Pittsburgh, Pa.*
Moses, Richard Cantrell	*Pittsburgh, Pa.*
Nourse, Norman Crawford, Jr.	*Balboa, Calif.*
O'Connor, Jay Paul	*Andover*
Papen, Francis Crandon	*Brookline*
Paradise, Robert Campbell, Jr.	*Darien, Conn.*
Paradise, Scott Ilsley	*Andover*
Pelham, George Frederic, 3d	*Miami, Fla.*
Petzold, Herbert Richard	*Lawrence*
Phelan, Robert Emmett	*Fall River*
Pollard, William Appleby	*Wellesley Hills*
Pomeroy, Walter Saunders, Jr.	*Worcester*
Pratt, Waldo Elliott, 3d	*Wellesley Hills*
Prentiss, Richard Joseph, Jr.	*Hewlett, L. I., N. Y.*
Prest, Alan Patrick Llewellyn, Jr.	*Darien, Conn.*
Pugh, Roger Vaughan, Jr.	*Worcester*
Quaintance, Richard Edgecombe, Jr.	*Katonah, N. Y.*
Quinby, Congreve Hamilton	*Rochester, N. Y.*
Reed, Robert George, 3d	*Framingham*
Reiner, Peter Christian	*Loudonville, N. Y.*
Richardson, Peter Bowen	*Toronto, Ontario, Canada*
Roome, William Journeay, 2d	*Greenwich, Conn.*
Rosenthal, Robert Averal	*Waterville, Maine*
Salomon, Roger Blaine	*Little Compton, R. I.*
Sanford, Thomas Michael	*Portland, Ore.*
Schiffer, Stephen George	*Kew Gardens, L. I., N. Y.*
Schmidt, Arnold Philip	*Andover*
Sharpe, John McDowell, Jr.	*Chambersburg, Pa.*
Shaw, Douglas Graeme	*Huntington, L. I., N. Y.*
Sherrill, Richard Rodman	*New York, N. Y.*
Simpson, Russell Gordon	*Longmeadow*
Smith, Charles Waldo	*Lincoln*
Space, David Jewell	*Glen Rock, N. J.*
Sperry, Corydon Stillman	*Middlebury, Conn.*

Stevens, Benjamin Hazard	*South Plainfield, N. J.*
Stone, Paul Goadby	*New London, Conn.*
Sullivan, Daniel Edward, Jr.	*Watertown*
Sussler, Robert Morris	*Norwich, Conn.*
Sutherland, Rufus Righter, Jr.	*Albany, N. Y.*
Tait, John Douglas	*Janesville, Wisc.*
Tarbox, Ronald Loring, Jr.	*Quincy*
Tavares, Gustavo Arturo	*Ciudad Trujillo, Dominican Republic*
Taylor, Ian Guy	*Welwyn Garden City, Herts, Eng.*
Thaw, David Martin	*New York, N. Y.*
Thomas, Frederic Chichester, Jr.	*Cold Spring Harbor, L. I., N. Y.*
Thomes, Russell Franklin, Jr.	*Darien, Conn.*
Vail, Charles Brush	*East Falmouth*
Vincent, George Kenneth	*New York, N. Y.*
Vollmayer, John William	*Waterbury, Conn.*
Vroman, Barent Sloane, Jr.	*Portland, Maine*
Weis, Robert Pomeroy	*Lancaster*
West, Stephen Kingsbury	*Pittsfield*
White, James Mattocks, Jr.	*Beverly Farms*
Whitney, John Kimball	*Wayzata, Minn.*
Wilbur, John Benson, Jr.	*Lexington*
Wilder, Charles Willoughby	*Brunswick, Maine*
Williams, Wayne Paul	*Scranton, Pa.*
Winton, David Michael	*Wayzata, Minn.*
Young, James Covert	*Flint, Mich.*

Lower Middlers—175

JUNIORS

Adams, David Paul	*Essex Fells, N. J.*
Aikens, Charles Thomas	*State College, Pa.*
Alter, Samuel Ashe, Jr.	*Washington, D. C.*
Arnold, Henry Rogers, Jr.	*Newton Centre*
Baldwin, Robert Ashworth	*Andover*
Barnes, Samuel Elder	*Mansfield*
Biondo, Francesco Giovanni	*Chicago, Ill.*
Bissell, Sumner Fuller	*Suffield, Conn.*
Blood, Charles Arthur	*Swampscott*

Bloom, John Carlton	*Weston*
Boyce, James Edward	*Andover*
Bradley, Charles Edward, 3d	*Lawrence*
Bramwell, Clark Dana	*Eldora, Iowa*
Briggin, Herbert Stanley	*Larchmont, N. Y.*
Brinsmade, Richard Sutphin	*New Haven, Conn.*
Brown, John Freeman, Jr.	*Lakeport, N. H.*
Budge, Hamilton Whithed	*Worcester*
Calvet, Carlos Manuel, Jr.	*Havana, Cuba*
Caplan, Carl Gerald	*Methuen*
Carter, Edward Carlos, 2d	*Rochester, N. Y.*
Chapin, Neil, Jr.	*Longmeadow*
Chase, Martin Starkweather	*Watertown, Conn.*
Christie, Philip	*Andover*
Clark, Byron John	*Harrison, N. Y.*
Collins, John Joseph, Jr.	*Wellesley Hills*
Davis, William Evans	*Denver, Colo.*
Deacon, Robert Fraser	*Waterbury, Conn.*
Dewart, Gordon Dickerman	*Andover*
Duke, William Hincks	*Greens Farms, Conn.*
Durwood, Richard Mark	*Kansas City, Mo.*
Edge, Loyall Howard	*Ventnor, N. J.*
Farrington, Brendan John	*Lowell*
Fay, David Ward	*Ithaca, N. Y.*
Forrest, Augustus Kane, Jr.	*Randolph*
Fortmiller, Frederick Vincent	*Auburndale*
Gardner, Richmond	*New York, N. Y.*
Glazer, Norman Marshel	*Winthrop*
Goodhue, Stephen Van Rensselaer	*Hewlett, L. I., N. Y.*
Goriansky, Michael Eliot	*Andover*
Graves, Eugene Chadbourne	*Andover*
Greenburg, Carl Victor	*Passaic, N. J.*
Hall, Graham	*Brooklyn, N. Y.*
Harris, John Wakefield	*New York, N. Y.*
Harshman, Donald Cory	*South Bend, Ind.*
Hart, Reeves Welch, Jr.	*Stamford, Conn.*
Heffernan, Raymond William	*Worcester*
Hickey, William Andrew, Jr.	*Wakefield*
Horne, Walter Sidney, Jr.	*East Williston, N. Y.*

Howell, Kimbark Warren Wentworth	*Waterford, Conn.*
Hughes, William Gordon, Jr.	*South Dartmouth*
Johnstone, Jeremy Thurston	*Santa Barbara, Calif.*
Kaplan, Herbert Eliot	*Newton Centre*
Kelly, William Tolson, 3d	*Darien, Conn.*
Kendall, Messmore, Jr.	*Dobbs Ferry, N. Y.*
Kiefer, Warren David	*Andover*
Kirschbaum, Edward Harry, Jr.	*Waterbury, Conn.*
Lackey, Frank Danby, 3d	*Pelham Manor, N. Y.*
Laidlaw, Angus McPherson	*Harwich*
Latour, Leroy Tether	*Bronxville, N. Y.*
Lee, Harry Frederick	*San Mateo, New Mexico*
Lovekin, Arthur Adams	*New York, N. Y.*
Lovekin, William Stevens	*New York, N. Y.*
McCagg, Peter King	*Mt. Kisco, N. Y.*
McCurdy, Bruce David	*Oakland, Maine*
McDonough, Donald Eugene	*Philadelphia, Pa.*
McGill, Douglas Gould Brown	*New York, N. Y.*
McLain, David Francis	*Warren, Ohio*
McLean, Albert Forbes, Jr.	*Egypt*
MacWilliams, John Joseph, Jr.	*Syracuse, N. Y.*
Margolis, James Marsh	*Newton*
Marshall, St. Julien Ravenel, Jr.	*Washington, D. C.*
Marvin, Alfred Eugene, Jr.	*Barranquilla, Colombia, S. A.*
Mulligan, Edward Bowman, 3d	*Dallas, Pa.*
Nixon, Joel Peter Martin	*New York, N. Y.*
Northup, Walter Samuel	*North Quincy*
Nutt, Charles Lee, 3d	*Garden City, L. I., N. Y.*
Osborn, Charles Milton Shove	*Boston*
Ottenheimer, Edward Joseph, Jr.	*Windham, Conn.*
Owsley, David Thomas	*Muncie, Ind.*
Platka, Robert Thompson, Jr.	*Burlington, Vt.*
Pugh, William Robert	*Youngstown, Ohio*
Rentschler, James Peter	*Hamilton, Ohio*
Ritter, Anthony Bennett	*New York, N. Y.*
Robinson, Frederick James	*Grosse Pointe, Mich.*
Rosenau, William Walter	*New York, N. Y.*
Ross, Henry Lawrence, Jr.	*Hamden, Conn.*
Scheide, Richard Gilson	*West Hartford, Conn.*

Schenker, André, Jr.	*Storrs, Conn.*
Scott, Henry Clarkson	*Hewlett, L. I., N. Y.*
Senese, John Gerard, Jr.	*Brooklyn, N. Y.*
Sherrill, Leicester Haydon, Jr.	*Larchmont, N. Y.*
Smith, Timothy Dean	*St. Albans, Vt.*
Sokol, John Herbert	*White Plains, N. Y.*
Steinbach, Bernard Alan	*Hamden, Conn.*
Steinberg, Robert Samuel	*Lawrence*
Stockwell, James Irving	*Hamilton*
Stowell, Samuel Curtis	*Larchmont, N. Y.*
Suisman, Michael	*West Hartford, Conn.*
Taylor, Howard Canning, 3d	*New York, N. Y.*
Tebbens, Arthur Gerard	*Rockville Center, N. Y.*
Templeton, Mansfield	*Winnetka, Ill.*
Thomas, Charles Louis, Jr.	*Cincinnati, Ohio*
Thompson, Charles Glover	*Cohasset*
Thompson, Frederick Gregg, 3d	*St. Joseph, Mo.*
Thompson, Norman Franklin, Jr.	*Fall River*
Thompson, Richard Potter	*Greenwich, Conn.*
Trowbridge, Alexander Buel, 3d	*New York, N. Y.*
Tucker, Robert Newbold	*Paget East, Bermuda*
Varney, Bernard Louis	*New York, N. Y.*
Webster, Dean Kingman, 3d	*Andover*
Weeghman, Richard Baehler	*Darien, Conn.*
West, Paul, Jr.	*Clarksburg, W. Va.*
Whittington, Eugene, Jr.	*Oklahoma City, Okla.*
Wight, Ira Edward, 3d	*Clayton, Mo.*
Winter, Thomas Wheatley	*Utica, N. Y.*
Wood, William Clark	*Greenwich, Conn.*
Works, John Wolcott	*Salem, Ohio*
Wyman, Thomas Hunt	*St. Louis, Mo..*
Young, William Boyd	*Derry, N. H.*

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New York	149	Delaware	2
Connecticut	74	Iowa	2
Pennsylvania	34	Kansas	2
New Jersey	29	North Carolina	2
Ohio	23	Oklahoma	2
Illinois	14	Arkansas	1
Maine	14	Louisiana	1
Michigan	10	Mississippi	1
Oregon	10	New Mexico	1
New Hampshire	9	Utah	1
Rhode Island	7	Washington	1
Florida	6	Cuba	5
Indiana	6	England	3
Minnesota	6	Bermuda	2
Vermont	6	Canada	2
Colorado	5	Chile	1
District of Columbia	5	China	1
Kentucky	5	Colombia	1
Maryland	5	Dominican Republic	1
Missouri	5	Haiti	1
Virginia	5	Mexico	1
Wisconsin	5	Republic of Panama	1
California	4	Trinidad	1
Texas	4	Venezuela	1
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ANDOVER SUMMER SESSION

LIST OF STUDENTS—1943

Abruzzo, Matthew Thomas, Jr.	*Brooklyn, N. Y.*
Adams, Frederick Wilder, Jr.	*Pittsburgh, Pa.*
Aikman, Walter Monteith	*Cazenovia, N. Y.*
Alford, Frederick Hascy Pouch	*Orange, Conn.*
Allott, Hugh Roberts	*Newburgh, N. Y.*
Amory, Frederic	*Dover*
Anderson, Thomas Hart, 3d	*Princeton, N. J.*
Andrews, Robert Underwood	*Greenwich, Conn.*
Arnold, Mason Green	*Willimantic, Conn.*
Arnold, Samuel Paul, 2d	*Pittsburgh, Pa.*
Atkins, Edward Moody	*Upper Montclair, N. J.*
Avery, John, Jr.	*Andover*
Bailey, John Curtis	*Hereford, Ore.*
Baker, Peter Bulkeley	*Grosse Pointe, Mich.*
Baldwin, Robert Ashworth	*Andover*
Ballard, Ernest Schwefel, Jr.	*Winnetka, Ill.*
Barber, David St. George	*Englewood, N. J.*
Baron, Jay Bruce	*New York, N. Y.*
Bartlett, John Henry, 2d	*Weston*
Bemont, Leslie Edward	*Ithaca, N. Y.*
Berlin, Donald Mayer	*Brookline*
Bernardin, Eugene Arthur, Jr.	*Andover*
Bierer, Eugene Stanton	*Brooklyn, N. Y.*
Bishop, John Wesley	*Kingston, N. Y.*
Blackmer, Donald Laurence Morton	*Andover*
Blume, Robert Paul	*Pittsburgh, Pa.*
Boeschenstein, William Wade	*Perrysburg, Ohio*
Bolton, John Wesson	*North Andover*
Boothby, Richard Perkins, Jr.	*Portland, Maine*
Bourne, John	*Kennebunk, Maine*
Bowen, John Farnam	*Oneida, N. Y.*
Bowen, Robert, Jr.	*Mountain Lakes, N. J.*
Boyce, James Edward	*Andover*
Boyd, William Young	*Ancon, C. Z.*

Boynton, Nehemiah, 3d	*Waban*
Brill, Michael	*Hewlett, L. I., N. Y.*
Brooksbank, George Richard	*Portland, Ore.*
Brooksbank, Howard	*Portland, Ore.*
Brown, John Freeman, Jr.	*Lakeport, N. H.*
Browning, Roderick Hanson	*Texarkana, Ark.*
Bull, Richard Sutton, Jr.	*New York, N. Y.*
Burgess, Newton Albert, Jr.	*Summit, N. J.*
Burton, Richard Michael	*Newton*
Bushnell, Frederic Folson	*West Newton*
Butler, Donald, Jr.	*Carpinteria, Calif.*
Byron, John Devereux	*Wellesley Farms*
Cahill, James Dalton	*Haverhill*
Canty, George Romuald, Jr.	*Buenos Aires, Argentina*
Cartmell, Vinton Aikins	*Somerville, N. J.*
Carver, Frank Whitney	*Sharon*
Chun, Kenneth Kee-Hoi	*Shanghai, China*
Chute, Myles Wotton	*Melrose*
Cloutier, Amadee Louis	*Wellesley Hills*
Collins, James Miller	*Wilmington, Del.*
Coop, Edward Perry	*Providence, R. I.*
Creelman, William Allen	*Manhasset, L. I., N. Y.*
Crosby, Albert Hastings, Jr.	*Wayzata, Minn.*
Croswell, John Albert	*Wilmington, Del.*
Daland, Andrew Petty	*Newton Center*
Dalrymple, James William	*Andover*
Dana, Arnold Guyot, 2d	*Providence, R. I.*
Darby, Myron G., Jr.	*Bronxville, N. Y.*
Deming, Angus	*New City, N. Y.*
Dewhirst, William Edgar	*Dover, N. H.*
Dolan, William Aloysius	*Bronxville, N. Y.*
Doyle, Fred Wendell, Jr.	*Andover*
Duggan, John Russell	*Malden*
Duke, William Hincks	*Greens Farms, Conn.*
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Dulaney, Woodford Hector, Jr.	*Louisville, Ky.*
Dunbar, Donald Cowing	*Andover*
Eagleson, David Alexander	*Columbus, Ohio*
Elliott, Caleb Denny, Jr.	*Old Bennington, Vt.*
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Ellis, Jack Jerome	*Evanston, Ill.*
Ellis, Stearns Russell	*Winchester*
Evans, Royal Henry, Jr.	*New Bedford*
Farrington, John Reynolds	*Lowell*
Finneran, John Laurence	*North Andover*
Finlay, Samuel John	*Port Washington, N. Y.*
Fish, Hamilton, 4th	*Washington, D. C.*
Fiske, George Mann	*Woodmere, L. I., N. Y.*
Forgays, Donald Gabriel	*Lowell*
Forrest, Augustus Kane, Jr.	*Randolph*
Foster, Edward Lancey	*Oxford, Maine*
Foster, Isaac Chillingsworth	*Brewster*
Furbish, Roger Franklin	*Princeton, Maine*
Haas, Richard Henry	*Newtonville*
Haft, William A.	*Lawrence, N. Y.*
Hannan, Joseph Lennox	*Marblehead*
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Hayden, Howard Penberthy	*Santiago, Chile*
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Hippard, John Stevens	*Uniontown, Pa.*
Horner, Leonard Mansfield	*West Hartford, Conn.*
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Jacobson, Daniel	*New York, N. Y.*
Jewett, George Frederick, Jr.	*Spokane, Wash.*
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Johnson, Roger Wentworth	*Salem Depot, N. H.*
Jordan, Robert Alvin	*Portland, Maine*
Kalbfleisch, Karl Henry	*Wellesley Hills*
Katz, Burton Melvin	*Brookline*
Keeler, Ralph Thompson	*New Milford, Conn.*
Keith, Christopher	*Peapack, N. J.*
Kennedy, William Michael	*Lawrence*

Kerr, William Wallace, 3d	*Melbourne, Fla.*
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Knight, Chesterton Stevens, Jr.	*Brockton*
Krogness, Charles Velie	*Wayzata, Miss.*
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Lawlor, Robert Colman	*Dover, N. H.*
Lee, John Maxim	*Farmington, Conn.*
Levin, William Robert	*Norwich, Conn.*
Liddle, Harold Venable	*Wyoming, Ohio*
Lilien, Robert David	*New York, N. Y.*
Lovekin, Arthur Adams	*New York, N. Y.*
Lowe, Burton Noble	*Scarsdale, N. Y.*
Lyne, Daniel Joseph, Jr.	*Chestnut Hill*
McCann, Frederic	*Brockton*
McDuffie, Robert Selden	*Andover*
McKinley, Richard Smallbrook, 3d	*Paoli, Pa.*
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Moher, Arthur Keefe	*Wellesley Hills*
Montague, Meredith	*New York, N. Y.*

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Moore, William, Jr.	*Gloucester*
Moreland, William Crawford, 2d	*Washington, D. C.*
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Nooney, Grove Crawford	*West Goshen, Conn.*
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O'Brien, John Larkin	*Cohasset*
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Oliver, William Lawrence	*Andover*
O'Neil, John Joseph, Jr.	*West Springfield*
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Pattee, Richard Saltonstall	*Cohasset*
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Percy, Robert Bosworth	*West Upton*
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Phelan, Robert Emmett	*Fall River*
Pollard, William Appleby	*Wellesley Hills*
Porter, Richard, 2d	*Shrewsbury*
Prest, Alan Patrick Llewellyn, Jr.	*Darien, Conn.*
Prideaux, George Donohue	*Trinidad, B. W. I.*
Prior, David Graham	*Falls Church, Va.*
Quinby, Henry Dean	*Rochester, N. Y.*
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Reisler, Joseph Wells	*New York, N. Y.*
Ritter, Anthony Bennett	*New York, N. Y.*
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Scheide, Richard Gilson	*West Hartford, Conn.*
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Sperry, Allen McBrier	*Middlebury, Conn.*
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Stearns, Frederick Allen	*Keene, N. H.*
Stevens, Charles Cranston Bovey	*Wayzata, Minn.*
Stewart, David Michael	*New York, N. Y.*
Strotz, Loren John	*Aurora, Ill.*
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Thomas, Charles Louis, Jr.	*Cincinnati, Ohio*
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Walters, Vernon Davis	*Aurora, Ill.*
Warner, Sam Bass, Jr.	*Washington, D. C.*
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Weissfeld, Joachim Alexander	*New Bedford*
Wensinger, Arthur Stevens	*Grosse Pointe, Mich.*
West, Richard Saltonstall	*Holderness, N. H.*

White, Peter Gillette	*Smithtown, L. I., N. Y.*
Wilde, Roger Conant, Jr.	*Pueblo, Colo.*
Winkelstein, Charles Kaye	*New York, N. Y.*
Wirtz, Ralph Joseph	*Andover*
Wood, William Clark	*Greenwich, Conn.*
Woolverton, John Frederick	*New York, N. Y.*
Works, John Wolcott	*Salem, Ohio*
Wrenn, Robert Duffield	*Boston*
Young, William Johnson, 2d	*Peabody*
Zagorski, Frank John	*Meriden, Conn.*
Zerega, John Philips	*South Plainfield, N. J.*
Zonino, James Day	*Naugatuck, Conn.*
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Charles R. Marshall, '12 (*Scarsdale*)
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Samuel F. B. Morse, '03

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Pendleton Miller, '28

Syracuse

Charles H. Sanford, Jr., '24
Harold Stone, '98
Irving D. Vann, '93

Tulsa

J. W. R. Crawford, Jr., '14
Charles F. Hewett, '14

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ANDOVER, MASSACHUSETTS

ONE HUNDRED AND SIXTY-SEVENTH YEAR

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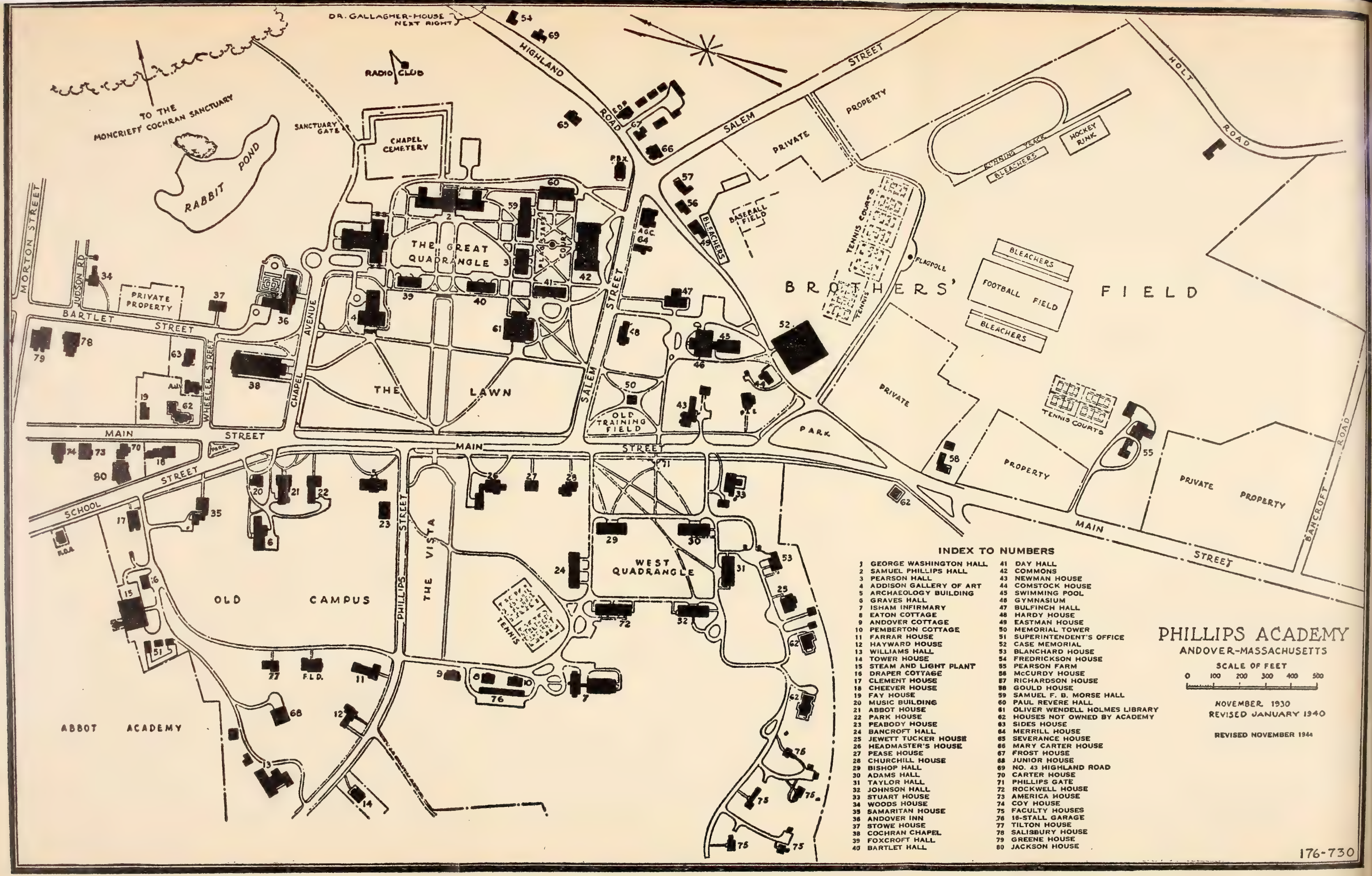
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TENNIS COURTS
TENNIS
FLAGPOLE
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AGC.
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ONE HUNDRED AND SIXTY-SEVENTH YEAR

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1945

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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	..	..	..

FEBRUARY

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11	12	13	14	15	16	17
18	19	20	21	22	23	24
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MARCH

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18	19	20	21	22	23	24
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APRIL

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MAY

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JUNE

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JULY

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AUGUST

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SEPTEMBER

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OCTOBER

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NOVEMBER

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DECEMBER

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1946

JANUARY

S	M	T	W	T	F	S
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FEBRUARY

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MARCH

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APRIL

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MAY

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12	13	14	15	16	17	18
19	20	21	22	23	24	25
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JUNE

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23	24	25	26	27	28	29
30	..	..	..	..	..	..

*CALENDAR

1945

Second term begins	8.15 P.M., Wednesday, Jan. 3
Graduation for Seniors in the Accelerated Program	Friday, Feb. 23
Second term ends	Wednesday, March 7

SPRING RECESS—21 days

Third term begins	8.15 P.M., Wednesday, March 28
Recitations close	Wednesday, June 6
Commencement	Friday, June 8
Third term ends	Friday, June 8
School entrance examinations in Andover and New York City	Monday, Tuesday and Wednesday, June 11, 12 and 13

SUMMER VACATION—14 Weeks

Summer session begins	Wednesday, June 27 (tentative)
Summer session ends	Wednesday, August 22 (tentative)
Rooms ready for occupancy	10 A.M., Monday, Sept. 17
Entrance examinations	9 A.M., Tuesday, Sept. 18
Registration of returning students:	
Juniors and Lower Middlers	Before 2 P.M., Tuesday, Sept. 18
Upper Middlers and Seniors	Before 2 P.M., Wednesday, Sept. 19
Registration of entering students:	
Juniors and Lower Middlers	Before 8 P.M., Tuesday, Sept. 18
Upper Middlers and Seniors	Before 8 P.M., Wednesday, Sept. 19
Thanksgiving Day	Thursday, Nov. 22
First term ends	Wednesday, Dec. 19

CHRISTMAS RECESS—19 days

1946

Second term begins	8.15 P.M., Monday, Jan. 7
Second term ends	Wednesday, March 13

SPRING RECESS—19 days

Third term begins	8.15 P.M., Monday, April 1
Recitations close	Wednesday, June 5
Commencement	Friday, June 7
Third term ends	Friday, June 7
School entrance examinations in Andover and New York City	Monday, Tuesday, and Wednesday, June 10, 11 and 12

*These dates are subject to change, depending on war conditions.

PHILLIPS ACADEMY

Founded in 1778 by

Samuel Phillips John Phillips, LL.D.

Samuel Phillips, Jr.

Constitution and deed of trust signed	April 21, 1778
School opened	April 30, 1778
Act of incorporation	October 4, 1780

HEADMASTERS*

ELIPHALET PEARSON, LL.D.	1778—1786
EBENEZER PEMBERTON, LL.D.	1786—1793
MARK NEWMAN, A.M.	1794—1809
JOHN ADAMS, LL.D.	1810—1833
OSGOOD JOHNSON, A.M.	1833—1837
SAMUEL H. TAYLOR, LL.D.	1838—1871
FREDERIC W. TILTON, A.M.	1871—1873
CECIL F. P. BANCROFT, Ph.D., L.H.D., LL.D.	1873—1901
ALFRED E. STEARNS, Litt.D., L.H.D., LL.D.	1903—1933
CLAUDE M. FUESS, Ph.D., Litt.D., L.H.D., LL.D.	1933—

*From 1786 to 1927 the head of the Academy bore the title of Principal.

TRUSTEES

PRESIDENT

HENRY LEWIS STIMSON, LL.D. Washington, D. C.
Elected 1905

CLERK

CLAUDE MOORE FUESS, Ph.D., Litt.D., L.H.D., LL.D.
Elected 1933 Andover

TREASURER

JAMES GOULD, A.B. Andover
Elected 1939

FRED TOWSLEY MURPHY, M.D. Detroit, Mich.
Elected 1908
PHILIP LORING REED Dedham
Elected 1933
LLOYD DE WITT BRACE, S.B. Boston
Elected 1933
FRANCIS ABBOT GOODHUE, A.B. Hewlett, L. I., N. Y.
Elected 1935
ABBOT STEVENS, A.B. North Andover
Elected 1935
HENRY WISE HOBSON, D.D. Cincinnati, Ohio
Elected 1937
ROBERT ABBE GARDNER, A.B. Chicago, Ill.
Elected 1938
JAMES PHINNEY BAXTER, III, Ph.D., LL.D.
Elected 1942 Williamstown
WILLIAM EDWARDS STEVENSON, M.A. Oxon.
Elected 1943 New York, N. Y.
LINDSAY BRADFORD, LL.D. New York, N. Y.
Elected 1943

OFFICERS OF ADMINISTRATION

CLAUDE MOORE FUESS, Ph.D., Litt.D., L.H.D., LL.D.
Headmaster 189 Main Street
Instructor 1908-1933. Elected Headmaster 1933 Appointed 1908

ALFRED ERNEST STEARNS, A.M., Litt.D., L.H.D., LL.D.
Headmaster Emeritus "Archmeadow," Danvers

JAMES GOULD, A.B. 210 Main Street
Treasurer Elected 1939

HENRY HOPPER 25 Phillips Street
Associate Treasurer and Comptroller Appointed 1915

OSWALD TOWER, A.B. 32 Phillips Street
Dean of the Faculty Appointed 1910
Instructor in Mathematics

GEORGE GRENVILLE BENEDICT, A.M. 80 Bartlet Street
Dean of Students 1930-1932, re-appointed 1933
Instructor in English

JAMES RUTHVEN ADRIANCE, A.B. 195 Main Street
Director of Admissions Appointed 1934

ROBERT WHITTEMORE SIDES, A.B. Hidden Field
Assistant Director of Admissions Appointed 1938
Instructor in Mathematics

RICHARD SAWYER PIETERS, A.M. Day 29
Excusing Officer Appointed 1938
Instructor in Mathematics

*ROBERT EDWARD MAYNARD, S.B. 1 Judson Road
EXCUSING OFFICER Appointed 1931
Instructor in Mathematics

ALAN ROGERS BLACKMER, A.M. 215 Main Street
DIRECTOR OF THE SUMMER SESSION Appointed 1925
Instructor in English

ALICE THACHER WHITNEY 27 Highland Road
RECORDER Appointed 1902

The Administration Offices are in George Washington Hall.

Office hours—Week days, 9 A.M. to 12 Noon, and (except Saturday) 2 P.M. to 5 P.M. Appointments should be made in advance, if possible.

*On leave of absence.

FACULTY

CHARLES EMERSON STONE, Ph.B. — Andover
Instructor in French, Emeritus

ARCHIBALD FREEMAN, A.M. — Cortland, N. Y.
Instructor in History, Emeritus

JOHN LEWIS PHILLIPS, A.B. — Glen Ridge, N. J.
Instructor in Latin, Emeritus

FREDERICK EDWIN NEWTON, Ph.B.
Instructor in Mathematics, Emeritus — West Hartford, Conn.

FRANK O'BRIEN, A.B. — Andover
Instructor in English, Emeritus

GEORGE FRANKLIN FRENCH, A.M. — Andover
Instructor in French, Emeritus

LESTER EDWARD LYNDE, A.M. — Andover
Dean, Emeritus

ROY EVERETT SPENCER, A.B. — Boston
Instructor in English, Emeritus

HORACE MARTIN POYNTER, A.B. — 6 School Street
Instructor in Latin and Greek on the Samuel Harvey Taylor Foundation
Appointed 1902

FREDERICK MAY BOYCE, A.M. — 154 Main Street
Instructor in Physics on the Emilie Belden Cochran Foundation
Appointed 1909

OSWALD TOWER, A.B. 32 Phillips Street
Instructor in Mathematics Appointed 1910

CARL FRIEDRICH PFATTEICHER, PH.D., TH.D.
Instructor in Music and Philosophy on the Martha 173 Main Street
Cochran Foundation Appointed 1912

FREDERIC WILLIAM HEATON STOTT, A.B.
Instructor in English Tilton House
Appointed 1912

MONTVILLE ELLSWORTH PECK 1 Highland Wayside
Physical Director Appointed 1916

LESTER CHARLES NEWTON, A.M. 29 Highland Road
Instructor in French Appointed 1918

FRANK MAY BENTON, A.B. 9 Salem Street
Instructor in Latin on the John Charles Phillips Foundation
Appointed 1918

WINFIELD MICHAEL SIDES, S.B. 89 Bartlet Street
Instructor in Mathematics on the Alfred Ernest Stearns Foundation
Appointed 1919

RAY ARTHUR SHEPARD, S.B. Foxcroft 13
Director of Physical Education Appointed 1919

ROSCOE EDWIN DAKE, S.B. Hidden Field
Instructor in Chemistry on the George Peabody Foundation
Appointed 1921

JOHN SEDGWICK BARSS, A.M. Hidden Field
Instructor in Physics Appointed 1923

*M. LAWRENCE SHIELDS, A.B.
Instructor in Biology on the Cecil F. P. Bancroft Foundation
Appointed 1923

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*On leave of absence with the armed services of the U. S. A.

GUY JOHNSON FORBUSH, A.B. Bartlet 5
Instructor in French 1917-1920, re-appointed 1924

ALAN ROGERS BLACKMER, A.M. 215 Main Street
Instructor in English on the Jonathan French Foundation
Appointed 1925

SCOTT HURTT PARADISE, A.M. Hidden Field
Instructor in English 1924-1925, re-appointed 1926

KENNETH SMITH MINARD, A.M. 17 Salem Street
Instructor in History Appointed 1928

GEORGE KNIGHT SANBORN, A.B. Rockwell House
Instructor in Mathematics Appointed 1928

DIRK HUGO VAN DER STUCKEN Paul Revere 6
Instructor in German and Greek Appointed 1928

EMORY SHELVY BASFORD, A.B. Bartlet 18
Instructor in English on the Alfred Lawrence Ripley Foundation
Appointed 1929

ALFRED GRAHAM BALDWIN, A.B., B.D. Hidden Field
School Minister and Instructor in Religion Appointed 1930

*ROBERT EDWARD MAYNARD, S.B. 1 Judson Road
Instructor in Mathematics Appointed 1931

ALLAN THOMPSON COOK, A.B. Bishop 30
Instructor in English Appointed 1932

LEONARD FRANK JAMES, A.M. 6 Highland Road
Instructor in History Appointed 1932

LIONEL DENIS PETERKIN, A.M. 45 Salem Street
Instructor in Latin on the Elizabeth Milbank Anderson Foundation
Appointed 1932

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*On leave of absence.

FREDERICK ELLSWORTH WATT, S.B. Day 8
Instructor in Mathematics Appointed 1932

GEORGE GRENVILLE BENEDICT, A.M. 80 Bartlet Street
Instructor in English 1930-1932, re-appointed 1933

DOUGLAS SWAIN BYERS, A.M. Phillips Street
Instructor in Anthropology Appointed 1933

ARTHUR BURR DARLING, PH.D. 238 Main Street
Instructor in History on the Ammi Wright Lancashire Foundation
1917-1918, re-appointed 1933

BARTLETT HARDING HAYES, JR., A.B. Phillips Street
Instructor in Art Appointed 1933

ROGER WOLCOTT HIGGINS, A.M. 21 Phillips Street
Instructor in English Appointed 1933

*ALSTON HURD CHASE, PH.D.
Instructor in Greek Appointed 1934

*NORWOOD PENROSE HALLOWELL, JR., A.B.
Instructor in English Appointed 1934

FRANK FREDERIC DI CLEMENTE, S.B. 157 Main Street
Instructor in the Department of Physical Education and Assistant in Biology Appointed 1935

JAMES HOOPER GREW, A.B. 169 Main Street
Docteur ès Lettres de l'Université de Paris
Instructor in French Appointed 1935

HENRY PRESTON KELLEY, A.M. 3 Hidden Road
Instructor in Spanish 1918-1928, re-appointed 1935

*PHILIP KIRKHAM ALLEN, A.B. 1 Highland Road
Instructor in English Appointed 1936

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*On leave of absence with the armed services of the U. S. A.

*FREDERICK SCOULLER ALLIS, Jr., A.M.	
Instructor in History	Appointed 1936
WILBUR JOSEPH BENDER, A.M.	Hidden Field
Instructor in History	Appointed 1936
CHESTER ARCHIBALD COCHRAN, A.M.	Bancroft 1
Instructor in French	Appointed 1936
GEORGE LITTLE FOLLANSBEE, A.B.	Andover 7
Instructor in Biology	Appointed 1936
*HERBERT LEIGH KINSOLVING, A.M.	
Instructor in Mathematics	Appointed 1936
OTIS CHASE SEVERANCE, S.B.	12 Highland Road
Instructor in Mathematics	Appointed 1936
FLOYD THURSTON HUMPHRIES, A.B.	147 Main Street
Instructor in French	Appointed 1937
HART DAY LEAVITT, A.B.	12 School Street
Instructor in English	Appointed 1937
MILES STURDIVANT MALONE, Ph.D.	193 Main Street
Instructor in History	Appointed 1937
*WILLIAM HAYES BROWN, A.B.	
Instructor in English	Appointed 1938
RICHARD SAWYER PIETERS, A.M.	Day 29
Instructor in Mathematics	Appointed 1938
ROBERT WHITTEMORE SIDES, A.B.	Hidden Field
Instructor in Mathematics	Appointed 1938
NORMAN ÉTIENNE VUILLEUMIER, A.B.	Paul Revere 23
Instructor in English	Appointed 1938

*On leave of absence with the armed services of the U. S. A.

*JOHN BROMHAM HAWES, III, A.B.
Instructor in English 1933-1936, re-appointed 1939

JOHN KINGSBURY COLBY, A.M. Taylor Hall
Instructor in Latin and Greek Appointed 1940

*HARPER FOLLANSBEE, A.B.
Assistant in Biology Appointed 1940

PATRICK MORGAN, A.B. 141 Main Street
Instructor in Art Appointed 1940

WALTER GIERASCH, A.B. Johnson Hall
Instructor in English Appointed 1941

DUDLEY FITTS, A.B. Adams Hall
Instructor in English Appointed 1941

FRANCIS BERTRAND McCARTHY, A.B. Adams Hall
Instructor in English Appointed 1941

SUMNER CHASE COBB, S.M. Bishop 10
Instructor in Mathematics Appointed 1942

DOUGLAS MANSOR DUNBAR, A.B. Williams Hall
Instructor in Mathematics and German Appointed 1942

THOMAS JOHN JOHNSON, S.B. 11 School Street
Associate in Physical Education Appointed 1942

EVAN ALBERT NASON, A.B. 77 Bartlet Street
Instructor in Mathematics Appointed 1942

PHILIP POTTER, A.M. Tucker House
Instructor in History Appointed 1942

LAWRENCE EDWARD WILLARD, JR., A.B. Junior House
Instructor in English Appointed 1942

*On leave of absence with the armed services of the U. S. A.

GEORGE ALBERT WINSLOW, A.B. Williams Hall
Instructor in English and Art Appointed 1943

ROBERT HASKELL CORY, Jr., A.M. Bancroft Hall
Instructor in History Appointed 1943

NORMAN BROOKS FLOYD, Ph.D. 254 Main Street
Instructor in History Appointed 1943

JOHN PAYSON LANE, S.B. Carter House
Instructor in Physics and Chemistry Appointed 1943

EDWARD LESLIE MAYO, A.M. 73 Bartlet Street
Instructor in English Appointed 1943

ROBERT BATES TAYLOR, A.M. Pemberton 4
Instructor in French Appointed 1943

ELBERT COOK WEAVER, A.M. 143 Main Street
Instructor in Physics and Chemistry Appointed 1943

CORNELIUS GORDON SCHUYLER BANTA, B.S. Eaton 7
Instructor in Mathematics Appointed 1944

FRANK ADAMS BRITTINGHAM, S.B. 3 Dumbarton Street
Assistant in Physical Education Appointed 1944

JOSEPH RITTENHOUSE WEIR DODGE, A.M. Draper 4
Instructor in English Appointed 1944

ALEXANDER DUNNETT GIBSON, A.M. 25 Highland Road
Instructor in French Appointed 1944

HARRY JOHN GROBLEWSKI, A.B. Williams Hall
Instructor in English and Latin Appointed 1944

MALCOLM ROLAND OLIVER HEINTZELMAN, A.B.
Williams Hall
Instructor in English Appointed 1944

ARTHUR WELLESLEY HOWES, Jr., A.B. North Andover
Assistant in Music Appointed 1944

RADCLIFFE MORSE OXLEY, A.M. Taylor Hall
Instructor in German and Latin Appointed 1944

MANUEL PINTO, A.B. 1 Judson Road
Instructor in Spanish Appointed 1944

E. MERRILL REED, B.S. Rockwell House
Instructor in Mathematics Appointed 1944

CYRIL GARBUTT SARGENT, A.M. Johnson Hall
Instructor in Mathematics Appointed 1944

RICHARD HAROLD SEARS, A.B., Ed.M. Rockwell House
Instructor in Latin Appointed 1944

OLIVER WENDELL HOLMES LIBRARY

MRS. THERESA WALLEY RICHARDSON, S.B.
Librarian 23 Salem Street

RUTH BROWN, A.B. 137 Main Street
Chief Cataloguer and Custodian of the Charles H. Forbes Collection of Vergiliana

ELIZABETH EADES, A.B., S.B. 67 Bartlet Street
Reference Librarian

ELIZABETH M. BOYCE, S.B. 154 Main Street
Assistant in the Library

VIRGINIA REMINGTON North Main Street
Secretary in the Library

ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

DOUGLAS SWAIN BYERS, A.M. *Director*	Phillips Street
FREDERICK JOHNSON, S.B. *Curator*	1 Woodland Road
ALFRED VINCENT KIDDER, PH.D. *Research Associate in Southwestern Archaeology*	Beverly Farms
MRS. EVELYN WILLETT DREW, S.B. *Secretary and Librarian*	Haverhill

ADDISON GALLERY OF AMERICAN ART

BARTLETT HARDING HAYES, JR., A.B. *Director*	Phillips Street
MARY C. RATHBUN, A.B. *Research Assistant*	Andover
JANE PATTERSON *Secretary and Registrar*	24 Johnson Road

THE DEPARTMENT OF HEALTH

JAMES ROSWELL GALLAGHER, M.D. *School Physician*	51 Highland Road
THOMAS JOHN JOHNSON, S.B. *Associate in Physical Education*	11 School Street
FRANK ADAMS BRITTINGHAM, S.B. *Assistant in Physical Education*	3 Dumbarton Street

KATHRYN PARK, R.N., B.N. *Head Nurse*	The Isham Infirmary
MRS. MILDRED B. PLUNKETT *Assistant in Language Training*	28 Phillips Street
MURIEL BAKER, A.B. *Assistant in Language Training*	Boston
MRS. MARION COLE *Secretary to the School Physician*	North Main Street

THE DEPARTMENT OF ATHLETICS

RAY ARTHUR SHEPARD, S.B. *Director of Athletics*	Foxcroft 13
STEPHEN STANLEY SOROTA, S.B. *Coach of Football*	254 Main Street
EDWARD FRANCIS FLANAGAN, S.B. *Assistant Coach of Football and Track*	By-Pass
JOHN WILLIAM MEANY, S.B. *Assistant Coach of Football*	Jamaica Plain
RICHARD CUSTER KNIGHT, A.B. *Coach of Hockey*	Melrose
EARLE FREDERICK LITTLETON, S.B. *Coach of Lacrosse*	Winchester
JOHN FRANK BRONK *Assistant in the Department of Athletics and Trainer*	Reading

OTHER OFFICERS

GEORGIA R. MacDONALD *Secretary to the Headmaster*	215 Main Street

NETTIE I. CROSBY *Secretary to the Headmaster*	Lawrence
ANN S. LESLIE *Secretary to the Treasurer*	100 Highland Road
EVELYN JENKINS, A.B. *Secretary to the Dean of the Faculty and to the Director of Admissions*	Ballardvale Road
RUTH M. WHITEHILL *Secretary to the Dean of Students and Director of the Bureau of Self-Help*	Porter Road
MRS. RUTH P. ELLISON *Secretary to the Director of the Summer Session*	Ballardvale Road
MRS. EUNICE L. DAILEY *Accountant*	41 Summer Street
MARION E. HILL *Secretary in the Purchasing Department*	93 Central Street
MRS. ISABEL R. MURPHY *Secretary in the Maintenance Department*	Ballardvale
MRS. HELEN B. CANNON *Alumni Recorder*	54 Salem Street
MRS. RUTH A. WHITE *Secretary to the Associate Treasurer*	7 Cedar Road
MRS. MARY W. MORRISON *Matron of Williams Hall*	Williams Hall
ROBERT A. LEETE *Manager of the Commons*	3 Highland Wayside
OLIVE E. HASKINS *Dietitian of the Commons*	26 Salem Street

ACADEMY PREACHERS 1944-45

September	24	Dr. Claude M. Fuess
October	1	Rev. A. Graham Baldwin
	8	Rev. Lauriston L. Scaife
	15	Rev. Emerson G. Hangen
	22	Rev. Markham W. Stackpole
	29	Rev. James Gordon Gilkey
November	5	Rev. A. Graham Baldwin
	12	Rev. Alden Mosshammer
	19	Rev. Earl Cranston
	26	Dr. Alfred E. Stearns
December	3	Rev. A. Graham Baldwin
	10	Dr. Claude M. Fuess
January	7	Rev. A. Graham Baldwin
	14	Rev. Edwin J. van Etten
	21	Rt. Rev. G. Bromley Oxnam
	28	Rev. Richard S. Emrich
February	4	Rev. A. Graham Baldwin
	11	Rev. Reuben F. Pieters
	18	Rev. Charles R. Brown
	25	Rev. Erdman Harris
March	4	Rev. Willard L. Sperry
April	1	Rev. A. Graham Baldwin
	8	Rev. Howard L. Rubendall
	15	Dr. Rufus M. Jones
	22	Dr. Allan V. Heely
	29	Rt. Rev. Henry K. Sherrill
May	6	Rev. A. Graham Baldwin
	13	Rev. Carl H. Elmore
	20	Rev. Sidney Lovett
	27	Rev. Morgan Noyes
June	3	Dr. Claude M. Fuess

HISTORICAL SKETCH

PHILLIPS ACADEMY is situated at Andover, in the County of Essex, Massachusetts. The Constitution and original deed of gift of the Academy was signed April 21, 1778, by Esquire Samuel Phillips, of the north parish of Andover, and his brother, John Phillips, LL.D., of Exeter, New Hampshire, in the presence, and largely at the instance, of Samuel Phillips, Jr. (then but twenty-six years old), afterward judge of the Court of Common Pleas for Essex County, president of the Massachusetts Senate, and lieutenant governor of the Commonwealth. By this act the Trustees of Phillips Academy became owners of the land in the south parish of Andover on which the chief buildings of the school now stand, together with other endowment comprising further lands in Andover, two hundred acres in Jaffrey, New Hampshire, and the sum of one thousand six hundred and fourteen pounds.

The Constitution, which sets forth in detail the plan for the School and the obligations of the Trustees and Master, was written by Samuel Phillips, Jr., with the advice and aid of his friend, Eliphalet Pearson, who became first Master. The following passages are characteristic:

> A serious consideration of the premises, and an observation of the growing neglect of *youth*, have excited in us a painful anxiety for the event, and determined us to make, in the following Conveyance, a humble dedication to our Heavenly Benefactor of the ability, wherewith he hath blessed us, to lay the foundation of a public free School or Academy for the purpose of instructing Youth, not only in English and Latin Grammar, Writing, Arithmetic, and those Sciences, wherein they are commonly taught, but more especially to learn them the *great end and real business of living*.
>
> The Master is to give special attention to the health of the scholars, and ever to urge the importance of a habit of industry.
>
> But above all, it is expected that the Master's attention to the disposition of the *minds* and *morals* of the youth under his charge will exceed every other care; well considering that, though goodness without knowledge (as it respects

others), is weak and feeble, yet knowledge without goodness is dangerous, an that both united form the noblest character, and lay the surest foundation usefulness to mankind.

This Seminary shall be ever equally open to youth of requisite qualification from every quarter.

And, in order to prevent the smallest perversion of the true intent of thi Foundation, it is again declared, that the *first* and principal object of this Institution is the promotion of true Piety and Virtue; the *second*, instruction in the English, Latin, and Greek languages, together with Writing, Arithmetic, Music, an the Art of Speaking; the *third*, practical Geometry, Logic, and Geography; an the *fourth*, such other of the Liberal Arts and Sciences or Languages as opportunity and ability may hereafter admit, and as the Trustees shall direct.

By the Act of Incorporation, passed by the General Court, October 4, 1780, the Trustees were authorized to hold real estate to an annual value of five hundred pounds and personal estate to an annual value of two thousand pounds, "both sums to be valued in silver at the rate of six shillings and eight pence by the ounce."

The School was opened for instruction April 30, 1778, in a building which had earlier been used as a joiner's shop. The first preceptor was Eliphalet Pearson (1778-1786), a stimulating teacher and stern disciplinarian who established high standards of instruction. Shortly before he resigned to become professor at Harvard College, a new and larger wooden school-house was built. On November 5, 1789, George Washington, President of the United States, visited Andover, and addressed the students assembled on the Old Training Field. In 1808 Andover Theological Seminary for the professional training of Congregational ministers was established, largely through the efforts of the Phillips family and Dr. Pearson, and this new foundation was committed to the Trustees of Phillips Academy. In 1907 the theological trusts were transferred to a newly created independent board of trustees, and in 1908 Andover Theological Seminary was removed to Cambridge.

The fourth principal, John Adams (1810-1833), raised the repute of the school, increased the attendance, and enlarged the number of teachers. The second school-house was burned on January 28, 1818, and a new brick Academy designed by the famous architect Bulfinch was erected within a year. This "classic hall," described in Oliver Wendell Holmes's centennial poem, *The School Boy*, is still in use. In 1834-36 the dormitories known to so many generations of Phillips boys as "Latin Commons" and "English Commons" were built under the direction of Samuel Farrar, treasurer of the Academy.

Samuel H. Taylor, whose reign of thirty-three years is as yet the longest in the school history, was elected principal in 1838. He was a strong and vigorous personality, who made an enduring impression on all who came under his influence. In 1866 a new Academy Building was erected through the gifts of many friends; it was afterward twice reconstructed, and finally razed in 1928. Dr. Taylor died on January 29, 1871, in the vestibule of the Academy.

The modern period of the School's history began in 1873 with the arrival of Cecil F. P. Bancroft, a man of foresight and clear vision, patience and shrewd discrimination, who was principal until his death in 1901. He made a complete revision of the curriculum, greatly broadening the range of studies and enabling the school to meet the entrance requirements of any college or scientific school, and he gathered about himself a larger and more efficient body of teachers. The attendance increased: in 1873 there were 262 pupils; in 1895, 524; and after 1892 the number never dropped below 400. Dr. Bancroft also strove to secure additions to the equipment; dormitories, a good laboratory, and the Borden Gymnasium were built through his efforts.

On June 5 and 6, 1878, Phillips Academy celebrated its centennial anniversary with elaborate exercises. At this time a fund of one hundred thousand dollars was raised, partly for the endowment of the principal's chair and for one in Latin.

In 1901 the Trustees accepted a museum and large foundation for research in American Archaeology, the gift and legacy of Robert Singleton Peabody and his wife, Margaret Augusta Peabody.

Dr. Bancroft was succeeded in 1902 by Alfred E. Stearns, whose title was changed to Headmaster in 1928. The purchase in 1908 of the lands and buildings of Andover Theological Seminary greatly increased the resources of the Academy and made possible new development. During the first World War the ambulance unit of Phillips Academy, which sailed overseas in April 1917, was the first to be organized by any American school. Of the alumni two thousand three hundred were enrolled in the military or naval service of the United States or its allies. The Memorial Tower, with a carillon of bells, commemorates the loyalty of the eighty-seven who gave their lives for their country. In 1920 more than one and a half million dollars was contributed by alumni and friends of the school, and from one-third of this fund Samuel Phillips Hall was built and the centre of the School permanently fixed in its present site. In the later years before that event, and in years succeeding, many other important buildings were given to the Academy, and the devotion of its alumni and friends has enlarged its endowment.

On May 18 and 19, 1928, Phillips Academy observed its sesquicentennial anniversary, at which the principal address was made by Calvin Coolidge, President of the United States.

The Sesquicentennial ushered in a period of physical expansion unexampled in the history of the school. Within four years Samuel F. B. Morse Hall, Paul Revere Hall, the Oliver Wendell Holmes Library, the Moncrieff Cochran Sanctuary, the Commons, the Andover Inn, the Addison Gallery of American Art, and the Cochran Chapel were all added to the school's equipment. With the addition of these buildings Andover not only became one of the most beautiful schools in America but also gained un-

equalled facilities for stimulating the intellectual and cultural interests of the students. By the Enabling Act of 1929 the Trustees were empowered to hold property, real and personal, without limitation as to amount.

In 1933 Dr. Alfred E. Stearns, for thirty years Headmaster, who more than any other had built up the school's position and reputation, was forced through ill-health to resign. Professor Charles H. Forbes, who for over forty years had been one of Andover's most beloved teachers, assumed the duties of Acting Headmaster. With the death of Dr. Forbes on March 12, 1933, the Trustees appointed Dr. Claude M. Fuess Acting Headmaster, and on May 29 of the same year elected him Headmaster of the school.

During that year the curriculum was revised to its present form, emphasizing history, science, and the fine arts, and making the study of the classical languages optional. This revision was made with the aim not only of meeting changed educational conditions, but more especially of providing a broader cultural background for the pre-college student.

Two valuable additions to the physical equipment of the Academy, Rockwell House and the new wing of the Isham Infirmary, were ready for occupancy in 1935. The remodelling of the interior of Bulfinch Hall, completed in January 1937, provided headquarters for the Department of English. A Teachers' Pension Plan has recently been established through a fund raised by alumni and friends; and gifts from various sources have made possible the addition of many teachers to the staff, with a consequent decrease in the size of classroom sections.

With the outbreak of the second World War the school policies and programs have necessarily been modified to meet government needs; and the process of adjustment is by no means finished. The basic aims of Phillips Academy, as a place where the liberal arts are taught, remain, however, essentially unchanged.

AIMS OF PHILLIPS ACADEMY

The purpose of Phillips Academy, according to its Constitution, signed in 1778, is to teach "the great end and real business of living." Adapted to conditions of modern life, the aim of the modern Academy is essentially that of the older one: so to intensify and broaden the capacities of its students that they may go out into a larger world with trained minds and bodies, adequate cultural resources, high personal ideals, and a sense of responsibility to society.

By long tradition Andover believes in a type of education which makes boys resourceful, self-reliant, and independent. While offering in ample degree a necessary intellectual and moral discipline, it is motivated in its aims by a faith that friendly encouragement and sympathy are the best incentives to solid accomplishment. Recognizing that boys differ markedly one from another, the School makes every effort to adapt its methods to the individual student according to his special needs and aptitudes. Andover is not a place for the indolent or for those who still need guidance at each step of daily living; but normal boys of sound mind and character are fully able to meet and profit by the demands of its life.

Phillips Academy is dedicated to sound scholarship. It endeavors first of all to stimulate in its students a worth while curiosity about things of the mind,—to induce in boys a desire to educate themselves. It expects its students to acquire useful knowledge. It fosters the development of discriminating judgment and independence of thought. And through varied work in literature, music, and the arts, creative as well as appreciative, Andover tries to cultivate the imaginations and emotions of its boys.

Andover boys mingle socially with other boys from all sections of the country, some rich and some working for their education,

but all valued for themselves rather than for their positions or their antecedents. In their dormitory lives they are gradually given freedom commensurate with their age and experience. The relationship between boys and masters is one of mutual confidence and friendly coöperation. Through their intimate contacts with a cross section of American youth and association with the Faculty in their homes, Andover students may acquire social poise and confidence. Through participation in the school's extra-curricular activities, they may develop initiative and the power of leadership.

From its inception Andover has had as a primary aim the development of character. Today, as yesterday, it continues to promote the ideals of personal integrity and unselfish service which give point and direction to its whole educational policy. Its religious life, in harmony with modern thought, is a vital force in the Academy.

Phillips Academy is a liberal modern school with an ancient tradition. Its roots are in the past, from which it draws nourishment. But its spirit is that of the present, and it is always looking toward the future. Without embracing untested theories of education, it is on the alert to discover and utilize better methods for training American boys for service and leadership in modern American life.

THE COURSE OF STUDY

The curriculum of Phillips Academy provides instruction in several fields for every boy. It aims to consider the tastes, ambitions, and abilities of the individual boy without omitting in other fields those contacts which will be essential for sympathetic and intelligent reactions to the life about him. It is planned for boys who will enter college and scientific school, and instruction

is given in all subjects required for entrance to higher institutions. Class-room groups are small enough to permit individual attention. Students are placed in sections fitted to their attainment and ability.

The program of studies is given in detail on pages 41-44, but it may be noted here that boys who take the full four-year course usually study English during each of the four years, history during each year, mathematics for at least three years, science for at least two years, and foreign languages during at least three years. They also complete additional work in one or more of these fields. Furthermore, in the Lower Middle year they study the development of religious ideas; in the Upper Middle year they take a course in the appreciation of art and of music; and in the Senior year they may choose certain of their courses from a long list of elective subjects. Opportunity for practical work in art and in music is also provided.

During the war emergency, certain courses providing specialized training for military service have been added, and the content of others has been altered for the same general end; but the basic curriculum has been and will be maintained. The program continues to be fully preparatory for all colleges, scientific schools, and service schools.

It is highly desirable that applicants, in particular those for the Upper Middle and Senior Classes, should familiarize themselves at the earliest possible date with the entrance requirements of the colleges which they may wish to enter.

CLASS OFFICERS

Every boy is assigned to a Class Officer, who advises in the selection of a course of study designed both to fulfill college entrance requirements and to meet the student's special interests.

The Class Officer also assists in arranging schedules, and recommends such subsequent changes in schedule as are necessary or desirable.

PLAN OF RESIDENCE

Andover students live together in the academy dormitories or in faculty houses. Each dormitory or house is under the close supervision of the instructor who lives in it. Boys may room alone or with a roommate. The youngest boys live in the Williams Hall unit,—dormitories with their own dining hall, group of proctors, and special regulations. The more mature Juniors live in Rockwell House. In these buildings the boys receive the special care suited to their age. As boys make a successful transition from the home to school life and learn to use wisely the school's freedom, they move into the larger dormitories.

COUNSELORS

Each Andover student is under the direct charge of a Faculty Counselor, who is usually the master of the house in which the boy lives. This master knows intimately the background, the character, and the standing of each of his boys. With such knowledge of a student's individual needs, this Counselor acts as his friendly advisor in all that concerns his welfare and his happiness.

RELIGION

The religious program of the school is an outgrowth of the belief that education at its best involves the inculcation of ethical idealism and spiritual insight. These qualities are essential in learning "the great end and real business of living." The Headmaster and faculty recognize that the total program of the schoo should be grounded upon and consistent with the finest ethica and religious values man has discovered. To a certain degree therefore, Andover's whole educational policy is dominated by a belief in the importance of ethics and religion.

The program of the school includes classroom study and discussion of religion, chapel services, and voluntary student activities of a social and religious nature. *Attendance at daily Assembly and at the church service on Sunday is required. The Sunday Services are conducted by the Headmaster, by the school minister, and by visiting clergymen of various denominations. The Academy Church is a non-sectarian body with membership open to all. The Society of Inquiry and Circle A are student organizations which develop each year their own programs along lines of community welfare work, forum meetings, and discussion groups.

CULTURAL AIMS

Andover has always demanded and will continue to demand a high standard of accomplishment in the prescribed course of study. At the same time the school believes that a boy's interests should be widened as far as possible beyond the subjects of the curriculum. Through the Oliver Wendell Holmes Library, the Robert S. Peabody Foundation for Archaeology, the Addison Gallery of American Art, the Department of Music, and the Moncrieff Cochran Sanctuary the boys are given a chance to interest themselves in subjects which may in later life become delightful hobbies or even major pursuits and professions. The program of lectures and concerts offered by the school is designed not only to provide entertainment and instruction but also to illustrate the

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*Upon written request from their parents or guardians students may be excused from attendance at Sunday Chapel to attend other churches in Andover.

truth that people in the world outside the school, men and women of international reputation, have found in those subjects with which the boys may become acquainted here, an abiding joy and an absorbing life work.

THE ACTIVITIES PROGRAM

On Mondays, Tuesdays, Thursdays, and Fridays, the hour from one to two o'clock is set aside for non-athletic extra-curricular activities. Boys are then free, if they wish, to participate in any hobby they desire,—printing, wood-working, model planes and railroads, studio art, music, radio, communications, typewriting, and dramatics,—for all of which some equipment and instruction are provided. Some boys do special laboratory work or special reading or participate in small groups in oral practice of French, German, and Spanish. Others work on the publications, or sing in the Glee Club or play in the Orchestra or Band. Trips are arranged for the Outing Club on free afternoons, and also for groups with some special social or cultural interest. There are groups for the study of First Aid, Coastal Piloting, Rifle Shooting, and other interests appropriate to war time. The program is purely voluntary, but every encouragement is given to boys who wish to pursue a healthful and useful hobby.

LECTURES AND CONCERTS

During each school year a varied program of lectures and entertainments is given, without charge to members of the student body, in the Meeting Room in George Washington Hall. In recent years eminent speakers at the Academy have included Margaret Bourke-White, John Mason Brown, Lewis W. Douglas, Robert Frost, Robert M. Hutchins, Rockwell Kent, John Kieran, Carl Sandburg, George E. Sokolsky, Norman Thomas, Alan Villiers, Bradford Washburn, and Frank Lloyd Wright. Among the noted concert artists who have appeared on the stage of the Meeting Room are Richard Crooks, Roland Hayes, Lotte Lehmann, John McCormack, Kerstin Thorborg, the Don Cossacks; Percy Grainger, Vladimir Horowitz, Jose Iturbi, Luboshutz and Nemenoff, Sergei Rachmaninoff; Mischa Elman, Fritz Kreisler, Joseph Szigeti, and Efrem Zimbalist. Other well-known entertainers have included La Argentina, Helen Howe, The Trudi Schoop Ballet, The Ted Shawn Dancers, and Cornelia Otis Skinner.

In addition to this regular annual program of entertainments, numerous informal talks are given by faculty members and outside speakers for interested groups of students, and the stage of the Meeting Room is used for presentations by the Academy Dramatic Club and by the Latin and French Players. On Saturday evenings and special occasions motion pictures are shown in the Meeting Room, and frequent informal student entertainments and speaking contests are also held there.

On Sunday evenings in the Cochran Chapel the Director of Music regularly plays an informal, half-hour organ recital on the Martha Cochran Memorial Organ. During the Academic year 1944-45 he is playing the complete organ works of J. S. Bach.

During the fall and spring terms there are frequent carillon recitals upon the thirty-seven bells in the Memorial Tower. The carillon music is often supplemented by a choir of brass instruments.

HEALTH SUPERVISION

Under the supervision of the School Physician a definite program is carefully followed in an effort to prevent disease or to control its spread, to maintain a satisfactory community hygiene, and to diagnose and treat illnesses and injuries which may occur. Every student is given a thorough medical examination at the beinning of each school year, and proper recommendations are nade and a report sent to the parents.

The Department of Health supervises the correction of reading isabilities, speech difficulties, and postural defects, and urges arents to call to its attention any evidence of personality traits vhich might interfere with a boy's optimum adjustment. The ody-building program is also under the supervision of this Department.

The Isham Infirmary is a modern, well-equipped small hospital, efficiently managed and attentive to each individual's needs nd comfort. Five graduate nurses are in residence during the ntire school year, and this number is increased when necessary. Excellent laboratory and X-ray facilities are available.

The illnesses and injuries which arise in the student body are ared for by the School Physician. A staff of consultants, composed of prominent Boston physicians and surgeons, is available. These men also are members of this department's Advisory Board, and they meet and discuss with the School Physician problems and policies of health administration as they arise. At the present time the members of the Advisory Board are Drs. Arthur W. Allen, W. Lloyd Aycock, Franklin G. Balch, J. Dellinger Barney, Donald King, Edwin Place, George Tobey, and George Van Gorder. It is the policy of the department to seek expert advice without hesitation in order to assure the student of the best medical opinion. Cases requiring major surgical procedures are hospitalized in Boston unless the parent prefers otherwise. Parents are notified promptly of any illness and are kept well informed concerning its course.

Complete modern facilities for the care and repair of teeth are available at the Infirmary, and capable Boston dentists make visits at regular intervals, so that fillings and other dental work may receive efficient attention without the necessity of trips out of town. Dr. C. P. Bonin, a Boston dentist who specializes in the straightening of teeth, visits the Infirmary one day each week Any orthodontia which has been begun at home may be carrie on here by this specialist, in cooperation with the student's ow dentist.

Every boarding student is required to pay an Infirmary Fee o twenty-five dollars, which entitles him to health supervision an medical care. There is no charge for care of students confined t the Infirmary because of illness, no matter how prolonged the patient's stay, but parents are responsible for the fees of consultin physicians and private nurses in the rare instances when these ar necessary. An optional, low-cost medical and surgical reimbursement plan, designed to assist parents in budgeting the expense o hospitalization and consultants' fees, is available to all boardin students.

The Academy rules require that each student upon enterin school present either a scar of vaccination against smallpox or a physician's certificate stating the date of vaccination, and als evidence of having had a negative Schick Test or of having had th toxoid or toxin-antitoxin prophylaxis against diphtheria. Tetanu toxoid immunization is not compulsory but is strongly advise and will be carried out by the School Physician at any parent' request.

PHYSICAL TRAINING

All students are required to take some form of supervised exercise at least four times a week throughout the school year. In addition, five half-hour periods of body-building per week are required of every boy. Upon entering the School each boy is give a careful physical and medical examination. He is also given a physical efficiency test. If he passes this, he may elect the spor which he desires to follow. If he does not pass it, he is give special developing exercises suited to his particular needs

Special attention is given to those who lack normal development or have postural defects. The greater part of the exercise of the normal boy is taken in the form of sports, either with the School teams or with one of the four athletic groups into which the School is divided in order that students may compete with others of their own size, age, and ability. Special emphasis is placed on conditioning exercises for all school teams and for intramural teams in all sports. No student is allowed to compete on School teams without permission of the Director of Physical Education. The Academy assumes no responsibility for injuries sustained by students while participating in such exercise or sports, except that the School Physician's services shall be rendered and infirmary care provided without charge.

Students are advised to bring their athletic equipment with them when they come.

REQUIREMENTS FOR ENTRANCE

The requirements for admission to Phillips Academy consist of evidence of good character and a satisfactory school record. Because the Academy cannot receive all who apply for admission and who can meet its mimimum requirements, it is necessary to discriminate among the candidates on the basis of their records and promise. Geographical distribution and priority of application are among the factors that must be taken into consideration. Candidates for entrance should take examinations as directed by the Admissions Office, and each applicant is asked to take a scholastic aptitude test; but the general school record already made determines to a large extent the decision on each application.

Candidates are strongly advised to enter as early in the course as possible. Only a small number can be received in the Senior Class and a slightly larger number in the Upper Middle Class. It is much easier, as well as more profitable, to enter a lower class at the appropriate age than to secure admission to a higher class later.

Students in the Academy arrange their work in accordance with the Course of Study as outlined on pages 41-44. This outline indicates the work which is done each year by a student who is neither behind nor ahead of his class in any subject. *It is not required that all the studies of a student shall be in the class in which he is rated. He is permitted to take individual subjects below or above that class if his preparation in the prerequisites of those subjects justifies such action.* But usually a student is not permitted to take courses in one class to the exclusion of uncompleted courses in a lower class, except in subjects continuing through successive years. Students entering any of the three upper classes may, in some instances, receive credit for courses taken at their previous schools as a substitute for the Academy's minor courses.*

*See page 41.

The examinations ordinarily required for entrance to the different classes are specified below. Each candidate should take the examinations for which his previous work fits him, irrespective of the class groups in which the subjects are listed.

JUNIOR CLASS

Boys of good scholastic ability should be able to enter the Academy when they have completed the work of the eighth grade and have reached the age of thirteen or fourteen. Their attainments in their studies will be estimated from their school records and from entrance examinations in Arithmetic and in English, which all candidates for the Junior Class are required to take. The examination in Arithmetic covers common and decimal fractions, square root, denominate numbers, percentage, and interest. The examination in English tests the candidate's knowledge of grammar and his ability to write a clear and idiomatic composition of about three hundred words in length. The examination in grammar covers the parts of speech and the standard uses of words, phrases, and clauses in the sentence. The quality of the composition determines whether the candidate shall pass or fail the examination. His proficiency in grammar determines the section in which he shall be placed.

Some acquaintance with a foreign language is helpful; although not essential, it is recommended. Boys who have a sufficient knowledge of Latin to enter an advanced section of Latin 1 should write an entrance examination in Latin also; and those who are prepared to enter an advanced section of Mathematics 1 should write (in conjunction with the Arithmetic paper) the entrance examination in Algebra set for that purpose. The Latin examination will be based on the Latin Beta requirements of the Secondary Education Board; and the Algebra paper will be upon the topics covered in Parts I of Chapters I-XI of Durell and Arnold's *First Book in Algebra* (Merrill)—enlarged edition.

In place of its own examinations the Academy accepts certain examinations of the Secondary Education Board. The Board's Mathematics III Arithmetic or Mathematics III Algebra or Mathematics III Comprehensive and English III are accepted for entrance to the Junior Class. Boys who score sufficiently well on the Board's Latin Cp. (Beta) paper will be placed in advanced sections of Junior Latin.

LOWER MIDDLE CLASS

For entrance to the regular work of the Lower Middle year, examinations are required on the work of the Junior year in Algebra, in English, and in foreign language. This work is outlined on page 42 and is described in pages 45-70. Credit for the History and Science of the Junior year may be granted on the school record without examination.

In place of its own examinations the Academy accepts certain examinations of the Secondary Education Board. Its Mathematics IV, English IV, Latin Cp. (Gamma), and French Cp. (II or III) examinations are accepted for entrance to Mathematics 2, English 2, Latin 2, and French 2 respectively.

UPPER MIDDLE CLASS

Candidates for the Upper Middle Class should write ordinarily the Academy's examinations for entrance to English 3, *Mathematics 3A or 3B, and also examinations in other subjects amounting to four or in some instances to three units. Most candidates should write examinations covering two units of one foreign language and one or two units of a second foreign language.

Early applicants who have maintained consistently high records at their previous schools may apply for entrance without examinations other than the scholastic aptitude and English tests.

*The examination for entrance to Mathematics 3A will cover the work of the Academy's Mathematics 2 course, outlined on pages 60-61.

The examination for entrance to Mathematics 3B will cover the work in Plane Geometry as outlined in the Academy's Mathematics 3A course on page 61.

SENIOR CLASS

Candidates for admission to the Senior Class must secure credits which cover the work of the Academy's three lower years or its equivalent. Examinations set by the Academy in English and in other subjects studied by the candidate in the current school year are usually required.

Early applicants who have maintained consistently high records at their previous schools may apply for entrance without examinations other than the scholastic aptitude and English tests.

An accelerated program, for Seniors who will be subject to induction into the armed forces before the close of the regular school year 1945-1946, will be offered in conjunction with the Andover Summer Session.* Complete information about this program may be secured from the Director of Admissions.

PROCEDURE IN APPLYING

In making application for admission to the Academy the form in the back of this catalogue should be filled out carefully and completely and forwarded to the Director of Admissions, together with a small photograph or snapshot of the boy. Two or three letters from people other than the applicant's school principal should be sent in directly from the writers to the Academy at the earliest possible date. These letters are most useful when they come from teachers, scoutmasters, camp directors, and others who have had an opportunity to observe the boy on frequent occasions and can write in some detail. *Whenever possible, it is desirable that boys come to Andover for an interview. Appointments for such interviews should be made in advance.*

Complete official records of the applicants' work and standing in schools formerly attended are required. The Academy generally sends a preliminary request for this information immediately on receipt of the final application form.

***See page 84.**

Each candidate should take in June such examinations as the requirements outlined on pages 36-39 demand. Boys should not count on qualifying by means of September examinations without definite assurance from the school authorities of the possibility of their admission in this way.

Rooms are assigned to incoming students during the summer, in the order in which their admission applications are filed.

Parents are referred to the section on Health Supervision (pages 32-34) for the Academy's regulations regarding immunization against certain infectious diseases.

ENTRANCE EXAMINATIONS

The Phillips Academy entrance examinations will be held on Monday, Tuesday and Wednesday, June 11, 12, and 13, 1945. The schedule of hours is announced in May. The examinations will be given as follows:

in Andover: Samuel Phillips Hall, Phillips Academy;
in New York: Room 701 School of Business Building, Columbia University;
in other cities by special arrangement.

For examinations in Andover there is a fee of $2.00. For those taken elsewhere a fee of $5.00 is required.

The Secondary Education Board's examinations (which may be used for entrance to the Junior and Lower Middle classes) will be given in many cities on May 31 and June 1.

On Tuesday, September 18, 1945, the Academy examinations will be held in Andover only, at 9.00 A.M., according to a schedule of rooms and hours announced at that time.

A pamphlet of the Academy's 1944 examination papers, which contains most of the examinations given in June of that year, will be supplied upon request.

COURSE OF STUDY

1944-1945

*SYNOPSIS OF COURSES

As the curriculum is planned to effect a progressive development, it is desirable for the student to take the entire course in the Academy. Admissions to the two upper classes are therefore limited to a small group.

In choosing his course of study, the student should consider as early as possible what college or technical school he intends to enter. A proper choice of course and of elective subjects will prepare fully for any higher institution.†

The special needs of individual boys for war preparation are cared for by vote of the Faculty. The courses as outlined in the following tables are subject to modification to meet the requirements of government directives.

During his four years in the Academy a student who enters the Junior Class ordinarily takes the following major courses, a major course being one which meets four or five times a week: English 1, 2, 3, 4; Foreign Language 1, 2, 3; a second Foreign Language 1, 2; Mathematics 1, 2, 3; Science; History 4; and one elective major course. In addition, he takes minor courses in History, Elementary Science, and Art and Music. The distribution of subjects is described on the following pages, with exceptions indicated. The Description of Courses begins on page 45.

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*See page 36, third paragraph.
†See page 28, "Class Officers."

Junior Year

English 1	4	hours a week
*Foreign Language A1	5 or 4	” ” ”
Mathematics 1	5	” ” ”
Elementary Science	3	” ” ”
History 1	3	” ” ”
Total	20 or 19	” ” ”

Lower Middle Year

English 2	4	hours a week
Foreign Language A2	4	” ” ”
†Foreign Language B1	5 or 4	” ” ”
Mathematics 2	4	” ” ”
Religion	2	” ” ”
History 2	2	” ” ”
Total	21 or 20	” ” ”

Upper Middle Year

English 3	3½	hours a week
Foreign Language A3 or ‡Science	5 or 4	” ” ”
Foreign Language B2	4	” ” ”
Mathematics 3	4	” ” ”
History 3	3	” ” ”
Art and Music	2	” ” ”
Total	21½ or 20½	” ” ”

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*Latin, Greek, French, or German.
†One of the foregoing not taken in Lower Middle year, or Spanish.
‡Biology, Chemistry, or Physics.

Senior Year

English 4	4	hours a week
History 4	5	” ” ”
‡Science or Foreign Language B3 (whichever is not taken in U.M.)	4	” ” ”
Elective (Major)	4 or 5	” ” ”
Elective (Minor)	2 or 1	” ” ”
Total	19	” ” ”

‡Biology, Chemistry, or Physics.

The following modifications in the foregoing program may be made:

(a) A student who takes three years of Latin and two years of Greek is allowed to omit Art and Music, and in his Senior year may take any two of Greek 3, Science, History 4.

(b) Candidates for any college which requires Mathematics 4, Chemistry, and Physics may omit the third year of a foreign language.

(c) Students whose previous work in foreign language has been of superior quality may, by special permission, take two foreign languages in the Junior Year.

(d) Students who enter the Senior year with insufficient credit in foreign language may take French 1-2 or German 1-2 or Spanish 1-2, for the purpose of establishing credit for two years' work in one of these subjects.

(e) In exceptional cases, incoming Upper Middlers and Seniors may, by special permission, meet the Academy's diploma requirements on completion of two units in each of two foreign languages, in addition to four units in mathematics and two in laboratory science.

SENIOR ELECTIVES*

English 5	3
French 1-2	5
French 5A	2
French 5B	2
German 1-2	5
German 4A	2
German 4B	2
German 5	2
Spanish 1-2	5
Latin (Horace)	1
History 5	1
History of Civilization	1
Mathematics 5A	2
Mathematics 5B	2
Mathematics 6	1
Mathematics 7	4
Mechanical Drawing	2
Introduction to Art and Music	2
Studio Art	2
Advanced Art	2 or 4
Harmony	2
Piano or Organ	2
Senior Music Appreciation	2
Music Major	4
Religion 2A	2
Religion 2B	2
Aeronautics	2
Anatomy and Evolution	2
Anthropology	2
Communications	1
Navigation	2
Philosophy	2
Public Speaking	2
Social Problems	2

*Other major courses may be taken as Senior Electives.

DESCRIPTION OF COURSES

ENGLISH

The main purposes of the English courses are to help boys to write and speak clear, idiomatic English; to understand as fully as possible what they read; to increase the range and depth of their understanding of men and society through knowledge of the best English and American literature; and, in the process of developing standards of judgment and of taste, to find enduring pleasure in reading good books.

In each of the four years of English, boys are sectioned according to their particular aptitudes and preparation. Classes range in size from ten to fifteen boys. Individual conferences at frequent intervals constitute an important part of the work. The above provisions make possible an adaptation of the work of each course to the needs and capacities of classes and of individuals. Boys assigned to honor sections are thus enabled to cover the ground more rapidly and thoroughly and to exercise more freely their individual abilities.

Throughout the English program stress is laid upon the operations of language,—on the ways in which words are used, in speech and in writing, to convey meanings. To provide concentrated training in the basic skills of reading, writing, and speaking, without reasonable mastery of which effective work in school or college is difficult, certain hours, noted in the course descriptions below, are set aside for that specific purpose.

The following is a brief summary of the main emphases and kinds of work done in each of the four required years of English. It should be noted that a syllabus of the work covered by any given year of English cannot be given here. Although continuity is maintained throughout the English program and the main

emphases for each course are established by the Department, selection of specific teaching materials and methods of instruction are frequently left to the individual teacher so that he may shape his course most effectively to the needs and background of his class. Consequently texts vary from year to year and from teacher to teacher. No one class will read all of those listed below for each course.

ENGLISH 1. This course meets five periods a week, three of which require outside preparation. The prepared hours are devoted to (1) a review of grammar, spelling, and punctuation; (2) the reading and discussion of various types of literature; and (3) composition, at first narration and description, later elementary exposition.

Students are sectioned in English 1 according to the quality of their preparation in the fundamentals of English grammar. Those who need intensive review of fundamentals devote more time to grammar and rhetoric than to literature; the others reverse the proportion. Representative texts read in English 1 are *Adventures in Reading* (Harcourt, Brace), *Romance* (Houghton Mifflin), *Ivanhoe, The Tale of Two Cities, David Copperfield, Kidnapped, Arundel, The Yearling, Old Greek Folk Stories* (Houghton Mifflin), *The Dauber, The Merchant of Venice.*

One of the two unprepared hours is devoted to speech work, mainly to the skills involved in effective reading aloud; the other is devoted to exercises in analytical reading of short passages of prose and poetry and to extemporaneous writing under the close guidance of the teacher. These hours are, in effect, tutorial hours given over to training in language.

ENGLISH 2. This course meets five periods a week, three of which require outside preparation. The prepared hours are devoted to (1) a brief review of grammar and a study of the rhetoric of the sentence and the paragraph, based on Edgar's *A Minimum Course in Rhetoric* (Appleton Century); (2) the reading and dis-

cussion of various types of literature; and (3) composition, with increasing emphasis upon exposition.

Representative texts are *Adventures in Appreciation* (Harcourt, Brace), *Short Stories* (Harcourt, Brace), *Oliver Twist*, *The Rise of Silas Lapham*, *Silas Marner*, *Quentin Durward*, *Arrowsmith*, *The Admirable Crichton*, *Julius Caesar*, *Poems for Modern Youth* (Houghton Mifflin), and *Yesterday and Today* (Harcourt, Brace).

The unprepared hours are used as in English 1, with some practice now given in the making of brief speeches.

English 3. This course meets four periods a week, three of which require outside preparation. The prepared hours are devoted to (1) advanced study of the rhetoric of the sentence, the paragraph, and the whole composition; (2) the reading and discussion of various types of literature of increased difficulty; and (3) composition, with emphasis upon the organization and development of ideas.

Representative texts in this year are *Far from the Madding Crowd*, *Henry Esmond*, *Victory*, *Of Human Bondage*, *Fortitude*, *Milestones of the Drama* (Harcourt, Brace), plays of Ibsen, Galsworthy, O'Neill, Anderson, Shaw, *Essays Old and New* (Harcourt, Brace), *Essays for Discussion* (Harpers), *Poems for Enjoyment* (Harpers), *John Brown's Body*, *The Odyssey*, *Macbeth*.

The unprepared hours throughout the first two terms are devoted to speech work, exercises in close reading, and composition. In the spring they are devoted exclusively to practice in writing.

English 4. English 4 meets four periods a week, all requiring outside preparation. The work of this course gives continuing training, on an advanced level, in (1) the reading and discussion of the work of important English and American authors; (2) in detailed analysis of passages of prose and of poetry; and (3) in composition based on the student's reading and his reflection upon his experience.

Representative reading done in English 4 consists of the work of standard authors from Chaucer to Yeats, as found in *British Poetry and Prose* (Houghton Mifflin), *Tom Jones*, *The Ordeal of Richard Feverel*, *Lord Jim*, *Tess of the D'Urbervilles*, *The Scarlet Letter*, *Babbitt*, *For Whom the Bell Tolls*, plays from Sophocles to Shaw and O'Neill and including much Shakespeare, *Ways of Thinking and Writing* (Scribner's), *Essays of Three Decades* (Harpers), *The Mind in the Making*, *Understanding Poetry* (Holt), *The Chief Modern Poets of England and America* (MacMillan) Macaulay's *Essay on Johnson*, *Queen Victoria*, *Thought in English Prose* (Doubleday Doran).

In each English course, in addition to reading done for class discussion, students carry on outside reading which is guided, although not wholly prescribed, by the English teacher.

In each course opportunity and encouragement are also given for creative writing in short story, poem, and essay, and the Department sponsors a series of prize competitions throughout the year to stimulate interest in independent writing.

ENGLISH 5. This course, meeting three periods a week, is an elective course open to students who have successfully completed four years of secondary school English or who have otherwise demonstrated ability to do advanced work in English.

The work of English 5 is an extension of that done in English 4, with greater freedom given to the student to do independent reading and writing. The object of the course is to examine and interpret significant phases of the development of culture and civilization in the United States by a reading and study of selected books in American literature. Among others, the following American authors are studied carefully: Franklin, Thoreau, Emerson, Hawthorne, Whitman, Melville, Mark Twain, Henry James. Through the study of these men the course seeks to analyze the main tendencies of American thought as expressed in our literature before 1900. This study is supplemented by extensive outside reading in Parrington and Mumford to gain an understanding of American literature as the product of certain forces and ideas which have characterized American intellectual development. All books chosen for close reading are studied in their proper historical setting. Though there is no instruction in the art of composition as such, there are frequent reports and essays on topics appropriate to the course.

PUBLIC SPEAKING

It will be noted, in the description of the courses in English, that oral reading and speaking form a definite part of the work of the first three years.

In the Senior year a two-hour elective course provides training in expository and argumentative speaking and in reading aloud. In the speeches emphasis is placed on worth of material and on clearness of thinking, as well as on effectiveness of delivery. The text used is Sarett and Foster's *Basic Principles oj Speech* (Houghton, Mifflin).

The Mirrophone, a recording and reproducing instrument, is used in the work.

*FRENCH

The Department of French offers a continuous course, in which the emphasis is laid upon teaching the student to understand the spoken word, to express himself in the foreign tongue, to read the written language with ease, and to learn about the history, culture and democratic tradition of France. To accomplish this, a firm grammatical foundation is stressed during the first two years of study. The classes at each level are divided into A and B sections which meet the same minimum grammatical requirements; but the A sections are designed for the more gifted language students, and the purpose is to devote more time to oral

*See footnote on page 55.

practice. The A sections of French 3, and French 4, are conducte entirely in French, and the trend is to use it more and more i the other sections.

French 1 gives the grammatical background, the regular an irregular verbs, the principles of pronunciation, and the simple forms of conversation. The texts used in 1944-5 include Fraser Squair and Parker's *Revised Elementary French Grammar* (Heath)— Lessons 1-25, Ford and Hick's *An Alternate French Reader* (Holt complete, and Rapid Reading Pamphlets.

French 2 completes the fundamentals of French grammar amplifies reading knowledge and vocabulary, and continues th development of oral and aural skills. In the current year, student are completing the grammar book begun in French 1. Othe texts completed are Carnahan's *Alternate French Review Gramma and Composition* (Heath) and Guyer and Bovée's *Vingt contes favori* (Oxford). Well-known plays and stories for rapid reading ar studied in this year.

In French 3, students continue to develop their reading skill spend more time speaking and hearing French, write composition on subjects pertaining to the history and culture of France, and give brief talks for class-room comment and discussion. Outsid reading of standard novels and plays is assigned, and report are written in French. The texts now in use include: Turgeon' *French Review for Reading Knowledge* (Appleton); Lévêque' *Histoire de la civilisation française* (Holt); selections from the work of Molière, Beaumarchais, Balzac, Daudet, Zola, Maupassant, France, Loti, Maurois, Romains, et al.

French 3R, a two-hour elective course, is a reading course for the benefit of boys who have completed two years of French, but do not have time to take four hours of French 3 and wish to maintain contact with the language.

In French 4, the objective is the development of ability to translate and comprehend material of greater difficulty and of more abstract content. The translation covers a wide range of prose and poetry selected from the writers since 1800. Free composition, continued practice in a wider use of idioms, and more extensive oral use of the language form an essential part of the course.

French 5 A is open to students who have completed college requirements in three years of French or who have special permission of the French department and desire to keep up their knowledge of the subject in a two-hour course. The objectives of the course are to improve the student's knowledge of France, its geography and the French people, and to offer a larger opportunity in the oral and aural use of the language.

French 5 B, a two-hour elective course, is open to students who have completed three years of French or who have special permission of the French department. The course presents an outline of the development of French literature with emphasis on the Nineteenth Century. Instruction is given in the form of lectures, classroom discussions, and outside reading of selections from the masterpieces of the more important French authors. This course is given only when there is sufficient demand for it.

French 1-2 is a five-hour course open to Seniors who have had sufficient language training. It affords the opportunity of obtaining, by intensive work, the equivalent of the material covered in French 1 and French 2.

*GERMAN

The Department of German offers a continuous course, covering four years, in which the emphasis is laid upon fluency of reading and the use of the spoken language.

The beginning course, German 1, four hours a week, gives the grammatical background, the skeleton of the language, and the simple forms of conversation. It emphasizes clarity of expression, vocabulary, and the ability to handle a language more highly

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*See footnote on page 55.

inflected than the English. Reading begins in the middle of the winter term. Varied texts, such as the Hagbold series of stories and fables, other well-known stories at the appropriate level, and much sight-reading material furnished by the instructors are read during the rest of the year. Betz and Price's *Learning German—First Book* (American Book) has been used recently as a grammar.

GERMAN 2 amplifies reading knowledge and vocabulary. It starts with the reading of Diez's *Beginning German for Colleges* (Oxford Press), with emphasis on the grammatical and syntactic background of the language, and continued work in conversation. Reading of modern texts (mostly 20th century German) and, occasionally, the reading of a classical work, such as *Wilhelm Tell*, complete the course.

GERMAN 3 is an advanced course which develops and continues the above courses. The classes are conducted in German as much as possible. Reading material includes novels by Keyserling, Mann, Hausmann, Bahr, and other modern writers. Dictation in German on various literary and scientific topics is frequently given, including excerpts from the classics.

GERMAN 4, for Seniors, is given in two sections of two hours each, which may be taken separately or jointly. One emphasizes the handling of advanced German in dictation and conversation, and ends with the reading of classic poetry and excerpts from Goethe's *Faust* at the end of the year. The other deals with literary and scientific modern texts.

For advanced pupils who have completed the higher courses, at the Academy or elsewhere, a GERMAN 5 course of two hours is given, which is designed to keep the knowledge of the language alive and growing, and uses material adapted to the individual knowledge of the boy.

GERMAN 1-2, is designed for Seniors who wish to continue German in college or need it as a background for scientific and mathematical studies. Meeting five periods a week, it affords an opportunity for accelerated grammatical instruction and reading. Credit for two units of German is given upon successful completion of this course.

GREEK

The first year, GREEK 1, is devoted mainly to forms and the most essential principles of syntax. Benner and Smythe's *Beginner's Greek Book* (American Book) is used. To aid the memorizing of inflections and vocabularies there are daily exercises, both oral and written, enforced by incessant drill. During the second and third terms, work in the grammar is supplemented by lessons either from a very simple Greek Reader, or from the initial chapters of Xenophon's *Anabasis*.

The second year, GREEK 2, is occupied with selections from Xenophon's Works, or an equivalent, with sight reading from other Attic prose authors, some translation from English into Greek, and grammar reviews.

The third year, GREEK 3, is spent mainly in reading selected books of the *Iliad* and the *Odyssey*. After the dialect is mastered, more attention is given to the literary side of the poems and to the translation of Homer at sight.

LATIN

In LATIN 1 the time is occupied with the mastery of such vocabulary, inflexions, and syntax as are covered in Pearson's *Essentials of Latin* (New York Edition—American Book). There is constant practice in the reading and writing of simple prose, and in observing the relation of Latin to English words. The course aims at a thoroughly dependable foundation for subsequent reading and study. As a prerequisite, candidates must have a competent knowledge of the fundamentals of English grammar.

In LATIN 2, Books I-IV of the *Gallic War* of Caesar, or equivalent amounts from a "Second Year Book," are studied. The study of vocabulary includes the mastery of the word list recommended by the College Entrance Examination Board for Second Year. Ample time is allotted to prose composition. There is continual practice in sight translation and reading aloud.

In LATIN (CICERO) the course aims chiefly at training in reading Latin prose writings with increasing ease and surety. The work in Latin prose composition is devoted to connected narrative. The first and third orations against Catiline, the poet Archias, Verres (the Plunder of Syracuse), and other speeches, such as the Marcellus or the Manilian Law, may be read, or the equivalent amounts of other authors may be substituted. Vocabulary study includes the entire list recommended by the College Entrance Examination Board.

Students who have done good work in Latin and who intend to take only three years of the subject will be allowed to choose either Cicero or Vergil for their third year Latin. A special section in Vergil will be made for such boys.

In LATIN (VERGIL) effort is made to cultivate a sympathetic appreciation of the essentials of good poetry. There is systematic training in sight translation and in metre, with the object of enabling the student to read Latin poetry with some ease and with appreciation of its rhythmical quality. Selections from the *Aeneid* and from the *Metamorphoses* of Ovid and excerpts from other poets form the basis of the work. The total amount of reading may be estimated as equivalent to six or seven books of the *Aeneid*. Vocabulary study includes the entire list recommended by the College Entrance Examination Board. The course is treated as a starting point for excursions into the thought and life of the ancient world. A knowledge of this background is developed by lectures, incidental comment, and classroom discussion, supplemented by assigned reading. Topics in the private life and customs of the Romans are studied and illustrated. The Academy possesses more than a thousand photographs for this purpose.

In Latin (Horace) selections from the Odes of Horace are read and discussed. The thought and life of the poet's time are considered, and the relationship of his poetry both to the Greek lyric and to English lyric poetry is indicated.

Latin Composition. No regular course is given, but special arrangements can be made for any student desiring work in advanced composition.

*SPANISH

Courses covering three years' work in Spanish are given. They meet the usual College requirements and include some study of the geography, history, institutions, and customs of the Spanish World.

Spanish 1 comprises practice in reading, writing, speaking, and understanding the language, with special emphasis upon the fundamentals of grammar, the regular and irregular verbs, the radical changing and orthographic changing verbs, nouns, adjectives, pronouns, the uses of the tenses, the commonest idioms, and an introductory treatment of the subjunctive mood. Grammars such as Walsh's *Introductory Spanish* (Edwards Bros.) and House and Mapes' *Shorter Spanish Grammar* (Ginn) serve as a basis for this course, and such texts as Castillo and Sparkman's *Graded Spanish Readers* (Heath) and Weisinger and Johnston's *Los Otros Americanos* (Odyssey Press), supply the reading material.

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*In choosing a modern foreign language the student should bear in mind not only his college's requirements for admission but also the use he will make of the language in college. Some colleges require a certain amount of French or German, completed in school or college or both, for the bachelor's degree; and these languages are needed in some college and graduate courses. For advanced degrees French or German or both are usually required.

Special care is taken to guide the student over the difficult transition from elementary reading to formal Spanish narrative.

Spanish 2 continues the work of the first year and covers the usual college requirements for two units of Spanish. The grammar is reviewed through the medium of such books as Pittaro and Green's *Segundo Curso de Español* (Heath) and Crawford's *Temas Españoles* (Holt), and there is further treatment of the subjunctive mood. Texts such as Wast's *Pata de Zorra* (Odyssey Press) and Walsh's *Cuentos y Versos Americanos* (Norton) supply the material necessary for intensive and comprehensive reading.

Spanish 3 consolidates and enlarges upon the work of Spanish 2 with a view to the student's development of speed, range of ability, and better control of vocabulary. Some time is spent in the oral reproduction of texts read and in the writing of free composition. Particular attention is paid to conversation and to reading for comprehension. Parker and Fernandez' *Un Año Memorable* (Ginn) is studied, and such texts as Hill and Buceta's *Antología de Cuentos Españoles* (Heath) and Alarcon's *El Sombrero de Tres Picos* (Holt) are read.

Spanish 1-2 is an intensive course for Seniors who wish to complete the equivalent of two years' work in one in order to meet the Academy's foreign language requirements or to prepare for further work in Spanish in college.

HISTORY

The courses in History have two purposes. They are arranged in definite order to provide information in company with other subjects of study. Classical History is presented in the Junior year as work is begun in Greek and Latin. European History comes in the Lower Middle year as the students take up French and German. English History for Upper Middlers is planned to fit with their studies in English Literature. American History for Seniors is designed to lay historical foundations for subsequent work at college in History, Government, Economics, and other related subjects. For the second purpose, the courses in History are organized consecutively to provide increasing experience in the accuracy and precision of thinking and to train the students in comprehension and logical expression of what they know.

In the first two years, this system of courses in History defers to the immaturity of the students and stresses the narrative and the pictorial. It develops toward emphasis upon the analytical and the abstract only in the last two years. The first two courses rely heavily upon text books for all students. The last two have texts available, but direct the more capable students to specific reading in historical works of maturity. All four courses make use of materials in the Addison Gallery of Art and the Library.

History 1—Greece and Rome. This course is designed to introduce students to History. It begins with stories of Egyptian life, the nations of Mesopotamia, Palestine, Crete, and the Persian Empire, as the background for a more extensive study of the Greeks, their internal growth and international strife. Then it moves into the history of the Romans, through the days of their Republic, the times of the Caesars, and the Empire, to the decline with the invasions of the barbarians.

Particular attention is given to the classical narratives, to the substance and color of Mediterranean life, and to great personalities and episodes in the period. Assigned readings in the text and selected books in the Library are supplemented by the study of paintings, pictures, and slides from the Addison Gallery of the Academy. Class-room work is devoted to explanation and practice in writing effectively about what has been studied.

History 2—France. With this course, the students are given a view into the history of Western Europe. The central theme is the growth of France from Charlemagne to Napoleon. But contemporaneous events in the Holy Roman Empire, the Lowlands, the Italian States, Germany, and the Austrian Empire are specifically related to the story of France. Emphasis is put upon the Church, feudalism in France, the growth of commerce, urban communities, and the Renaissance. Outstanding developments in architecture, art, science, and literature are also studied and discussed. There is a work-book specially prepared for this course. The students are trained in note-taking and in writing frequent short papers as well as more extensive examinations.

History 3—England. The work of this year takes the students into a more mature examination of historical materials. The sequence of events is followed, but there is deeper penetration into social, political, and economic forces. The basis of study is a work-book, specially prepared to train students to use the Library and to depend no longer upon a single text. This material is divided topically, with a summary to introduce each major subject, and the topics thereunder have specific references to various texts and to books of more mature opinion. The students are taught to take their own notes from these references. Subsequent discussion in the class-room is based on these notes, and the students are then encouraged to draw conclusions.

The detailed study of Great Britain starts with her emergence from medieval times into the modern era, beginning with the Tudors. Certain incidents are studied to bring out general changes in Western Europe. More emphasis is then laid upon the development of Parliament and institutions representative of the English people. The course proceeds to elaborate upon social and economic changes, colonial expansion through the period of Cromwell and the Restoration, and rivalry with France for world supremacy, into the period of American rebellion. From the middle of the eighteenth century on, the course then deals with the development of industrial society and its influences upon political movements, the rise of modern imperialism, and aspects of England's policies in the world of today.

History 4—The United States. This final course builds upon the study in the previous year. It begins, therefore, with the causes of the American Revolution. It proceeds through the period of transition from Confederation to Federal Union, the westward advance of the American people, and the rise of the nation out of sectional conflicts and the Civil War. It surveys then the development of industrial society and the attendant growth of the United States as a world power. It closes with events of the present time.

Public affairs, both domestic and foreign, are the central theme of this course. Particular stress is given to geographical, economic, social, governmental, and institutional problems, in order that the students may know the origins of the conditions in which they live. The careers of eminent men are studied in relation to these problems. Purely military events are minimized. Problems of literary, intellectual, religious, and philosophical import are indicated but left for study in college.

HISTORY 5—Contemporary History. This one-hour elective course for Seniors is designed to give a quick survey of recent affairs. For this purpose there are introductory discussions of the first World War, the period following Versailles, and events leading to the present crisis. The students are asked to read in historical works and current periodicals, but the major part of the study consists of discussions in class and note-taking from lectures.

HISTORY OF CIVILIZATION

This one-hour elective course, for a limited number of boys, tries to acquaint the participants with the background of our own culture and civilization by giving a concise but reasonably extensive synopsis of the aspect and aims of the Greek civilization and its development through the Roman, Medieval, Renaissance, and Modern adaptations of its principles. It is mainly a lecture course, with one examination a term.

MATHEMATICS

Mathematics 1A—First Year Algebra. The prerequisite of this course is an elementary knowledge of algebra through the solution of simultaneous linear equations of two unknowns. The study of the subject begins with a review of fundamental operations and continues through the year. The course covers the topics of Hawkes-Luby-Touton's *First Year Algebra* (Ginn) through systems of equations involving one quadratic and one linear, with problems based thereon. Sanborn's *First Year Exercises in Algebra* (American Book) and Tower and Sides' *Reviews and Examinations in Algebra* (Heath) are used to supplement the regular text work.

After a careful survey in the fall term, the abler students are placed in a division which progresses more rapidly and which, by the end of the Lower Middle year, completes both Mathematics 2 and Mathematics 3. These students are thus prepared to take Mathematics 4 in their Upper Middle year and either Mathematics 7 or some other elective in their Senior year.

Mathematics 1B—First Year Algebra. This is the beginning course in algebra and is designed to provide an effective introduction for those students who are not prepared for Mathematics 1A. The course is similar basically to Mathematics 1A in that successful completion of either course meets the requirements for admission to Mathematics 2. The text books used and the topics covered are the same as in Mathematics 1A.

Mathematics 2—Second Year Algebra. This course presumes thorough grounding in at least one year of algebra. A careful review is made of the topics covered in Mathematics 1A and 1B with applications to more difficult exercises and problems, followed by a study of intermediate algebra through logarithms and progressions as presented in Hawkes-Luby-Touton's *Second Year Algebra*—Intermediate Course (Ginn). Additional material is provided by use of Tower and Sides' *Reviews and Examinations in Algebra* (Heath). Students with superior preparation are assigned o special divisions.

Completion of this course meets the college requirements for wo units of credit in elementary and intermediate algebra.

MATHEMATICS 3A—Plane Geometry. This is the regular course n Mathematics 3, in which plane geometry is started and finished. The course is for students who have completed college entrance requirements in two years of elementary and intermediate algebra.

The course covers a program of study as presented in Schultze-Sevenoak-Schuyler's *Plane Geometry* (Macmillan)—revised edition. A comprehensive study of originals, numerical exercises, constructions, and loci is also provided in Tower and Sanborn's *Exercises in Plane Geometry* (Andover Press). Throughout the year there will be some review of elementary algebra in Tower and Sides' *Reviews and Examinations in Algebra* (Heath).

Completion of this course meets the college requirements for one unit of credit in plane geometry.

MATHEMATICS 3B—Second Year Algebra. This is a course for incoming students who have completed college entrance requirements in plane geometry and who have done one year of work in algebra similar to Mathematics 1A or 1B. The course presumes that elementary algebra has been covered through the solution of sets of equations, one of which is first degree and the other quadratic. The text in use is Hawkes-Luby-Touton's *Second Year Algebra*—Intermediate Course (Ginn). Supplementary material will be used from Tower and Sides' *Reviews and Examinations in Algebra* (Heath). Throughout the year there will be some review of plane geometry in Tower and Sanborn's *Exercises in Plane Geometry* (Andover Press).

Completion of this course meets the college requirements for two units of credit in elementary and intermediate algebra.

Mathematics 4—Trigonometry and Solid Geometry. The prerequisite of this course is the satisfactory completion of one of the Mathematics 3 courses or its equivalent. The course includes the study of plane trigonometry, theory and use of logarithms, solid geometry, and an extension into the field of spherical trigonometry. Problem material pertinent to the war will be emphasized throughout the course. The text books in use are Granville-Smith-Mikesh's *Plane and Spherical Trigonometry and Tables* (Ginn), Hart's *Progressive Solid Geometry* (Heath) and Smith-Fagan's *Mathematics Review Exercises* (Ginn). Completion of this course meets the college requirements for one unit of credit.

Mathematics 5A—Advanced Algebra. This is a two-hour elective course and is open to students who have credit for Mathematics 3. The course includes the study of imaginary and complex numbers, theory of higher degree equations, partial fractions, undetermined coefficients, summation of series, variables and limits, permutations, combinations, probability, scales of notation, determinants, and mathematical induction. The text book used is Edgerton and Carpenter's *Advanced Algebra* (Allyn and Bacon).

Completion of this course meets the college requirements for one-half unit of credit.

Mathematics 5B—Plane Trigonometry. This is a two-hour elective course and is restricted to Seniors and non-returning Upper Middlers who are unable to schedule Mathematics 4. The course is a thorough presentation of plane trigonometry. The text books in use are Granville-Smith-Mikesh's *Plane Trigonometry and Tables* (Ginn) and Smith-Fagan's *Mathematics Review Exercises* (Ginn). Completion of this course meets the college requirements for one-half unit of credit.

Mathematics 6—Introduction to the Calculus. This is a one-hour elective course and is open to students who are enrolled in

Mathematics 4. The course is a brief introduction to analytic geometry and the calculus and is designed to supplement the regular Senior work in mathematics.

MATHEMATICS 7—Analytic Geometry and Differential and Integral Calculus. This course in analytic geometry and the calculus corresponds to the mathematics of the freshman year in university and college, thus preparing for the sophomore work in this field. It is open to those who have completed the usual preparatory school courses in mathematics, and to others of unusual aptitude who can take such a course concurrently with Mathematics 4. The course is covered in Longley and Wilson's *An Introduction to the Calculus* (Ginn).

MECHANICAL DRAWING

This is an engineering drafting course which includes the use of drawing instruments, lettering, geometric contructions, sectioning, and working drawings. Especial stress is laid on a thorough mastering of the fundamentals. The course in many instances so prepares the student that he can take a more advanced course on entering college, and, in some cases, secure credit toward his degree for the course omitted. Students of exceptional ability are given an opportunity to do more advanced work or are given problems in keeping with the course to be pursued after entrance to college. The text in use is French's *Engineering Drawing* (McGraw-Hill).

ELEMENTARY SCIENCE

This course, meeting three times a week in the Junior year or twice a week during the Lower Middle year, aims to acquaint the student with scientific facts and methods, and, in general, to form an easy approach to the laboratory sciences which follow.

The instruction is given by means of a text-book, by lectures, and by lecture table demonstrations. Emphasis is placed upon reasoning rather than upon the mere collection of information.

BIOLOGY

The course in Biology covers the fundamental characteristics of living things; the nutrition, growth, and reproduction of plants and animals; the physiology and hygiene of the human body; the influence of bacteria, insects, trees, and birds on man's welfare; and the principles of heredity and evolution.

The class meets four times a week, twice for recitations and twice for two-hour laboratory periods. The work in the laboratory includes careful training in the use of the compound microscope and in the recording of observations made. The instruction meets the requirement of the College Entrance Examination Board and counts one point for admission to college.

CHEMISTRY

The course in Chemistry includes the study of the various forms and kinds of matter, the changes they undergo, and the laws dealing with these changes. The preparation, properties, and uses of the important elements and compounds are studied. The structure of the atom and the nature of chemical change are treated from the point of view of modern chemical theory. Especial attention is given to the fundamental concepts of modern Chemistry and to reasoning from such concepts rather than mere memorization of the subject matter. Sound scientific method and the applications of theory are stressed in the laboratory, by classroom demonstrations, and by the study of appropriate industrial processes. The historical development of the subject, its important applications affecting the life of the individual, and the place and nfluence it has in modern civilization are given full consideraion. The course meets fully the requirements of the College Entrance Examination Board and of the student who wishes to continue the study of the subject in college.

PHYSICS

In this course, which covers completely the requirements in Elementary Physics as outlined by the College Entrance Examination Board, the text-book is supplemented by lectures, and by work in the laboratory. The text is accompanied with numerical examples and by qualitative experiments designed to illustrate physical laws and their application to practical life.

About forty quantitative laboratory experiments are required of each pupil. A careful record of the steps and results of these exercises is kept in a note-book which is submitted to the instructor for approval.

THE VISUAL ARTS

INTRODUCTION TO ART. One-half of the course "Introduction to Art and Music" is devoted to the Visual Arts—Architecture, Painting, Sculpture, and the Industrial and Decorative Arts. This course, counting as two hours a week, is ordinarily required for members of the Upper Middle Class. Seniors, at the Academy for one year only, may take it as an elective. The function, construction, and appearance of architecture are considered briefly, with special attention to the evolution of structure and design in a few monumental buildings. American architecture is studied in relation to both past and modern form. This architectural study provides the basis for the subsequent study of painting, where materials, their use, and the principles of design common to al the arts are discussed. Wherever possible, collections and exhibitions in the Addison Gallery are used for purposes of illustration.

STUDIO ART. A limited group of Upper Middlers and Seniors are permitted to take, in place of the Art and Music course, instruction in drawing, painting, architectural layout, or clay modeling In its emphasis on observation and in its effort to supply the basis for a critical understanding of contemporary surroundings, the purpose of this course is parallel to that of the lecture course. Four hours' studio work counts for two hours' credit, with no outside preparation required. Previous experience is not required for this course, but it pre-supposes an interest in working with materials and in problems of construction. This course seeks, through the development of control in drawing and in the use of color, to aid the student in organizing his observation and imagination. The work is adjusted to the experience and ability of the individual student.

A continuation of the studio course, counting as two hours a week, is offered for Seniors.

ADVANCED ART. An advanced course in the Visual Arts is offered as an elective to students who have taken either the Introductory or a studio course. The full course, counting four hours a week, combines studio work and discussion. It is conducted by the project method, with the studio work in painting, architectural and industrial design, forming the basis for class discussion. Through special arrangement, this course is available for college entrance credit for students whose general record is of high grade and who have a special interest in the subject. The permission of the Class Officer and the Art Department is required. The course may, with permission of the instructor, be taken as a half course, counting two hours a week, with concentration on the discussion section.

MUSIC

Introduction to Music. A two-hour introductory course in Art and Music is required for members of the Upper Middle Class, and Seniors may take it as an elective. The second half-year of this course is devoted to music. Its aim is to acquaint the student with the great masterpieces, help him to understand and enjoy them, and introduce him to the historical background and development of music.

Senior Music Appreciation. A two-hour Senior elective in Music Appreciation is offered for those members of the Senior Class who wish to be introduced to the subject, as well as for those who, having taken the Upper Middle course, desire more work in this field.

Harmony. A two-hour course in Harmony is offered as an elective for Seniors. Upper Middlers may be admitted to this course.

Piano and Organ. Weekly instruction, for students whose schedules permit, in piano and organ, also in string or wood-wind instruments, may be counted as a two-hour course.

Music Major. For students who wish to take Music as a major course in their Senior year the following combinations of two-hour courses are possible:

Music Appreciation and Harmony
Music Appreciation and Instrumental Music
Harmony and Instrumental Music

Serious attention is given to the school orchestra, choir, and glee club. There are frequent rehearsals, with careful attention given to both classical and modern compositions. A well-trained student band plays at the major athletic events.

Trips for concerts, and occasionally dances, at neighboring schools are made by the musical clubs each year; and there are several similar programs in Andover.

A separate charge of $2.50 for one-half hour is made for private lessons. The piano instruction is in charge of Mr. Arthur W. Howes, and the organ lessons are given by the Director of Music of the Academy. Able instructors are provided for lessons on stringed instruments and wood-winds. Violin students who play in the School Orchestra are given lessons gratis by a first-class violin teacher. At present this work is in charge of Mr. F. L. Macdonald of Boston.

The Music Department has a separate building for practice pianos. The Chapel contains the Martha Cochran Memorial Organ, a 100-stop Casavant instrument of four manuals. The Choir Room, in which the courses in music appreciation are held, is equipped with a practice organ, a reproducing machine, and an Ampico player piano. The Meeting Room in George Washington Hall contains both an organ and a Steinway grand piano. The Academy also possesses the Carnegie Corporation Junior Library of phonograph records.

RELIGION

Religion 1—This course is a study of religion in the making. It traces the development of certain important religious concepts from the primitive tribal ideas through the high ethical monotheism of the early Hebrews and the religion of Jesus. It gives students an acquaintance with the finest passages of the Bible, the outstanding characters, the individual Books and their messages, and a sense of the progressive discovery and revelation of religious truth. This two-hour course is given to all members of the Lower Middle Class.

Religion 2A—This is an elective course for Upper Middlers and Seniors who have not had the Lower Middle course described above. Although the subject-matter in this course is similar to that dealt with in the Lower Middle course, the method of handling his material is different, since the students are older and more nature.

Religion 2B—This is a two-hour elective course for Seniors and Upper Middlers who have completed successfully the work of the Lower Middle Religion course and who wish to move on further in their study of religion. The content and method of conducting this course differ from year to year and depend to some degree upon the interest and the maturity of the boys who have elected further study in this field.

AERONAUTICS

This course, meeting two hours a week, is for Seniors who have credit for Physics or are studying it. The work in pre-flight aeronautics, as outlined by the Civil Aeronautics Administration, is followed as closely as possible. This year the text in use is *Elements of Aeronautics* by Pope and Otis (World Book).

ANATOMY AND EVOLUTION

This two-hour survey course, for Seniors and Upper Middlers, is intended to interest and instruct the student in the structure and physiology of the human body, and in the laws of inheritance, evolution, and eugenics. It is composed of lectures, demonstrations, and some outside reading.

ANTHROPOLOGY

A two-hour elective course offered by the Robert S. Peabody Foundation for Archaeology is intended to present a brief consideration of the pre-history of Man in the New World. It is composed of lectures and reading on ethnological and archaeological subjects. This course is intended as a general survey of the Americas before the coming of the whites.

COMMUNICATIONS

This elective for Seniors, meeting four half-hour periods a week, is a basic code course, in which the student learns to copy International Morse code. The course parallels one given by the U.S. Army Signal Corps, and by the end of the year the majority of students can copy 13-15 words per minute, while a smaller group can copy 15-20 words per minute.

NAVIGATION

This two-hour course is open to students who are taking Mathematics 4, or who have had that course or its equivalent. Most of the topics in Dutton's *Navigation and Nautical Astronomy* are studied, with emphasis on their application to surface navigation. Considerable practical work is done with charts, plotting sheets, and sextants.

PHILOSOPHY

A two-hour Senior elective is offered in this subject, the object being a general introduction preparatory to philosophical studies at college.

The subject is presented through philosophical problems rather than by tracing the historical development. Text-books used are: Berkeley's *Dialogues between Hylas and Philonous* (Dutton) and Fullerton's *Introduction to Philosophy* (Macmillan).

SOCIAL PROBLEMS

This two-hour elective course for Seniors involves a study of the basic social problems confronting any organization of society, with attention given to certain important contemporary social movements.

GENERAL REGULATIONS

DAILY APPOINTMENTS

Recitation and study hours	8.00 A.M. to 9.53 A.M.
Morning Assembly	10.00 A.M.
Recitation and study hours	10.22 A.M. to 12.15 P.M.
Activities hour	1.00 P.M. to 2.00 P.M.
Athletics	2.30 P.M. to 3.45 P.M.
Recitation and study hours	4.22 P.M. to 6.15 P.M.
Evening study hours begin	8.00 P.M.
Sunday chapel service	11.00 A.M.

Wednesday and Saturday afternoons are half-holidays.

STUDY HOURS

Students are expected to occupy themselves with their studies or other school work during all study hours.

DISCIPLINE

The disciplinary policy of Phillips Academy is based on the assumption that each student will, at all times and in all places, conduct himself like a gentleman. It is the purpose of the Academy to cultivate in each boy, from the very beginning of his career in Andover, a sense of pride in his school and of responsibility to an orderly community. The few, but definite rules to which the undergraduates are expected to adhere, have been made in accordance with this principle.

Every absence of a student from recitation, morning assembly, and Sunday chapel, from his room during study hours, or from any other fixed appointment must be satisfactorily accounted for. The accumulation of eight unexcused absences involves severe discipline or dismissal. In all cases of illness, notice must be sent at once to the School Physician.

Special importance is attached to all appointments immediately preceding and following vacation and recess periods. A failure to meet such appointments may result in severe disciplinary action.

A student who is guilty of dishonesty is liable to dismissal.

The use or possession of alcoholic beverages is punishable by dismissal.

Smoking, subject to certain restrictions, is permitted to the two upper classes only.

The possession, the renting, or the driving of any motor vehicle within bounds is forbidden.

Students are not permitted to have firearms of any description in their possession, or to use them except as authorized under the rules of the Academy Rifle Club.

Students whose scholastic standing is satisfactory are occasionally permitted an afternoon or a week-end out of town. A student who leaves the school bounds without excuse is liable to dismissal.

Radios and wireless apparatus are not allowed in students' rooms. Sets are provided in the common rooms of each class.

Bicycles are not permitted, except to day students.

GRADES AND REPORTS

Reports on the student's work are sent to the parents or guardian twice a term. Grades are based on the results of both daily work and examinations. They are recorded on a scale of 100, in which 60 is the passing mark and 80 or over is an honor grade

CLASSIFICATION

For full membership in a given class students should be credited with the work of the lower classes or its equivalent. Boys are rated as members of a given class, however, if their deficiencies for full membership in it do not exceed one full course. For the purpose of this rule a full course is a course meeting 4 or 5 hours a week. Two-hour courses and three-hour courses (except English 3, which counts as a full course) are half-courses.

ROOM EQUIPMENT

The Academy furnishes each room with bed and mattress, bed linen, one blanket, chiffonier, desk, desk-chair, easy chair, and rug. In the double rooms these items are provided for each occupant. Desk lamps are provided in Williams Hall, Junior House, and Rockwell House. In the other dormitories and houses they must be furnished by the student, but any additional electrical appliances are not permitted.

CLOTHING

Each boy is expected to bring a dark suit to be worn at church services on Sundays. A coat and necktie are required at all recitations, at meals, and at daily assembly. All wearing apparel and personal effects should be plainly marked with the student's name.

RATION BOOKS

Registration of boarding students is contingent upon filing, at the Treasurer's Office, War Ration Books as called for by government regulations.

EXPENSES

The tuition charge for each student at Phillips Academy is as follows: $525 (which includes the Infirmary fee) payable on October 1; $300 payable on January 1; and $300 payable on April 1. The net rate charged to scholarship students varies according to the need of the applicant. Each student, when his application is accepted, is required to make a deposit of $50.00, which is credited on his first regular school bill.

The total charge of $1125 covers instruction, board, room (including furniture, bed linen, and one blanket), physical training and athletic privileges, use of laboratory equipment and material, admission to all authorized athletic contests and authorized entertainments at George Washington Hall, including the Saturday evening motion pictures. It does not include tutoring, or special instruction in music or athletics, the services of consulting physicians or private nurses, personal laundry, text-books, dues to school organizations, and unnecessary breakage and damage to school property.

Each student is required to make a deposit of $25 to cover breakage and other incidental obligations that may be incurred during the school year. This deposit is payable on October 1 and is billed with the portion of the normal charge due on that date. The balance remaining after such charges have been deducted will be refunded at the end of the fiscal year, June 30, or credited on the bill for the following year.

Bills for matters not included in the regular school charge may be sent out at any time during a school year. Any alteration in the terms of payment made necessary by the needs of parents must be arranged in advance with the Treasurer. Class-room privileges may be denied to students whose bills are not settled when due.

No rebate for the term in which he leaves will be made to a student who is for any reason dismissed or withdrawn, unless he is called to service under the Selective Service Act.

FINANCIAL AID FOR STUDENTS

Boys of strong character, ability, and ambition who need financial assistance are encouraged to apply, even though not all requests can be met. The school has at its disposal each year approximately $60,000 in scholarship funds to be awarded by the Scholarship Committee. Also under the control of the Scholarship Committee are the various opportunities for boys to earn part of their expenses by work in the Commons and through other jobs. From the parents of those who apply for aid the Scholarship Committee requires a complete and definite statement of financial resources and obligations, which will be kept confidential. Applications for renewal of aid, which should be made before May 1, will be considered in the light of the candidates' achievement and circumstances. All boys on the scholarship list are expected to maintain satisfactory scholastic records and to show in every possible way that they are cognizant and deserving of the special opportunities which they enjoy. Under the Grant-Work Program each scholarship boy is expected to perform some useful service about the school in partial return for his aid.

Loans to help meet the annual charges may be arranged with the Treasurer, who has for this purpose a revolving fund, the gift of a generous benefactor.

Approximately $90,000 was earned by students during the year 1943-1944 in prizes and scholarships and through concessions and jobs.

BUILDINGS AND EQUIPMENT

The older Academy buildings, most of them of brick with stone trimmings in the Georgian Colonial style, have been used in some degree as models for the newer structures; but the genius of the modern architects, Guy Lowell, Charles A. Platt, and Perry, Shaw, and Hepburn, has modified the original type and secured variety in unity. They are grouped about the three focal points of the campus, the Memorial Tower, Samuel Phillips Hall, and The Cochran Chapel. North and south across the main campus runs the Elm Arch, an avenue of trees planted early in the last century and now resembling the aisle of a cathedral. Bisecting this, the broad Vista slopes from Samuel Phillips Hall gradually to the west and the New Hampshire hills beyond.

WILLIAMS HALL

Williams Hall and Junior House, acquired (1910) through the aid of Edward H. Williams, Jr., class of 1868, are situated within a short distance of the other school buildings, and are adapted to the particular needs of the youngest members of the school. They offer accommodations for fifty-one boys. With their common recreation and dining rooms, they provide an intermediate stage between the natural restrictions of the home and the freer life of a large school. The boys are in more homelike surroundings and receive closer supervision than the rest of the school, but share with the other boys in the same classes and sports and in all the other privileges of school life. The boys of the Williams Hall unit take turns in waiting on table in the dining room.

ROCKWELL HOUSE

Rockwell House, acquired (1935) through the generous bequest of the late Mrs. Fannie R. Dennis, offers accommodations to forty-two Juniors. It is especially designed to meet the needs of the more mature members of this class. Its administration is carried on along the same lines as that of Williams Hall, with the exception that its residents eat in the Commons.

FACULTY HOUSES

Twenty-four houses, known as Faculty Houses, each in charge of a resident instructor or school official, provide accommodations for 175 boys as follows:

Abbot House for twenty, America House for twelve, Blanchard House for five, Carter House for six, Cheever House for twelve, Churchill House for six, Clement House for fourteen, Coy House for four, Farrar House for seven, Frost House for four, Greene House for eleven, Hardy House for six, Jackson House for six, Merrill House for two, Park House for six, Pease House for eight, Salisbury House for twelve, Samaritan House for six, Severance House for two, Sides House for five, Stowe House for five, Tilton House for two, Tower House for four, Jewett Tucker House for seven, Woods House for three.

DORMITORIES

Foxcroft Hall (1809), two entries for eleven boys each.

Bartlet Hall (1821), two entries for sixteen boys each.

Draper Cottage (1892), for ten boys. The gift of Warren F. Draper, class of 1843.

PEMBERTON COTTAGE (1893), for ten boys. The gift of Melville C. Day, class of 1858.

ANDOVER COTTAGE (1893), for twelve boys. The gift of friends in Andover.

EATON COTTAGE (1893), for eleven boys. The gift of Melville C. Day, class of 1858.

BANCROFT HALL (1900), three entries for ten boys each. The gift of Melville C. Day, class of 1858.

BISHOP HALL (1911), two entries for twenty-three boys each.

DAY HALL (1911), two entries for twenty-four boys each. The gift of Melville C. Day, class of 1858.

ADAMS HALL (1912), two entries for eighteen boys each. The gift of Melville C. Day, class of 1858.

TAYLOR HALL (1913), two entries for eighteen boys each. The gift of Melville C. Day, class of 1858.

OSGOOD JOHNSON HALL (1922), two entries for eighteen boys each.

PAUL REVERE HALL (1929), two entries for twenty-six boys each. The gift of Thomas Cochran, class of 1890.

OTHER BUILDINGS

SAMUEL PHILLIPS HALL (1924) was given by the alumni and friends of the school. It contains class-rooms and examination halls and, with its Grecian portico and illuminated clock, is the central point and the dominating building of the campus.

PEARSON HALL (1818), remodelled in 1922, is named in honor of the first Principal. Pearson Hall, designed by Bulfinch, was originally Bartlet Chapel, the center of the religious and intellectual life of the famous Andover Theological Seminary. In 1922 the ugly, square bell tower which had been added to it was removed, and the building was transferred to its present site and restored to its original beauty. It is used for class-rooms.

Samuel F. B. Morse Hall (1928) was given by alumni and named in honor of Samuel F. B. Morse, inventor of the telegraph, and a student in the Academy from 1802 to 1805. It contains thoroughly modern and well equipped laboratories and recitation rooms for chemistry, physics, and biology, and a room for mechanical drawing.

Graves Hall (1883, 1892, 1936) was named in honor of William Blair Graves, instructor in Natural Sciences, 1865-1870, 1881-1908. Used as the science building until superseded by Morse Hall, it was remodelled in 1936 and is now a gymnasium for the younger boys.

George Washington Hall (1926) was given by Thomas Cochran, class of 1890. It contains the administration offices and the large Meeting Room, in which the daily morning assembly is held and lectures, concerts, and dramatic performances take place. Its name commemorates the friendship of George Washington for Samuel Phillips, Jr., founder of the Academy.

The Cochran Chapel (1932) was given in memory of Thomas Cochran and Emilie Belden Cochran by their children. Without, it presents the sober Georgian beauty characteristic of the architecture on the Hill. Within, its warm oak paneling, its fluted oak columns, and its carved capitals add a rich warmth not usually found in New England churches of its type. It contains the Martha Cochran Memorial Organ, declared by Guenther Ramin, the distinguished German organist, to be the finest organ in America.

Bulfinch Hall (1818, 1936), built from the designs of Charles Bulfinch, was the third Academy school-house. It was provided by gifts, of which the largest was that of William Phillips, Lieutenant-Governor of Massachusetts, 1812-1823. This is the building described by Oliver Wendell Holmes in his poem, *The School Boy*. Successively a recitation building, a gymnasium, and a dining hall, it is now once again being used as a recitation building. The interior was completely renovated and remodelled in 1936, to afford fourteen class-rooms and a number of conference rooms for the exclusive use of the English Department.

OLIVER WENDELL HOLMES LIBRARY (1929), named in honor of Oliver Wendell Holmes, class of 1825, was given by Williams Cochran, class of 1895, Moncrieff M. Cochran, class of 1900, and Louise Cochran Savage. The library contains about 57,000 volumes, of which the greater part are in the open stacks, among which the boys may browse at will. The Freeman Room is furnished with easy chairs, sofas, a fireplace, and the latest periodicals, as well as more than 1,100 volumes chosen with regard to a boy's tastes. In the Garver Room are about 3,000 volumes of reference works with bound periodicals nearby. The library is open on week days from 8 A.M. to 9:45 P.M., on Saturdays from 8 A.M. to 6 P.M., and on Sundays from 2:30 P.M. to 9:45 P.M.

ADDISON GALLERY OF AMERICAN ART (1931) was given with endowment in memory of Mrs. Keturah Addison Cobb by Thomas Cochran, class of 1890. It is a fully equipped museum building with over 10,000 feet of exhibition space. The collections include a comprehensive group of American paintings in oil and water color representing the masters of the Colonial period, nineteenth century, and contemporary art; models of American ships built to a uniform scale; silver, glass, and furniture of the Colonial period; prints and drawings. Frequent loan exhibitions are held throughout the year. The Gallery is open on week days from 9 A.M. to 5 P.M. and on Sundays from 2:30 to 5 P.M.

Borden Gymnasium (1901) was built from gifts, of which the largest was that of Matthew C. D. Borden, class of 1860. To the gymnasium is attached a swimming pool seventy-five feet long and thirty feet wide.

Case Memorial Building (1923) was the gift of George B. Case, class of 1890, and Mrs. Case and their family in memory of George B. Case, Jr., class of 1923. Designed for indoor winter sports, it is known as the "Cage." Its dirt floor is large enough for winter baseball practice. Its 40-yard straightaway track and its circular track of 11½ laps to the mile permit frequent indoor track meets.

The Commons (1930) was the gift of Nathaniel Stevens, class of 1876, Thomas Cochran, class of 1890, Russell A. Alger, class of 1893, and Dwight W. Morrow. Here members of each of the four classes eat together in an atmosphere reminiscent of the beautiful dining halls at Oxford. Each room is paneled in oak and adorned with portraits of distinguished graduates and benefactors of the school. There is also a faculty dining room notable for its murals by Barry Faulkner, and a most attractive common room, appropriately furnished and equipped for the recreational use of the Upper Middlers and Seniors. The kitchen and serving pantries are fully up-to-date in equipment.

Isham Infirmary (1912) was the gift of Miss Flora E. Isham. It contains general wards, private rooms, isolated contagious wards, operating room, laboratory, complete dental equipment, and x-ray room. The bequest of Mrs. Fannie R. Dennis made possible the addition to the original building of a new wing, completed in September 1935, providing sufficient accommodations for any emergency.

The Andover Inn (1930) is a small hotel, given by Anthony A. Bliss, A. H. Caspary, Thomas Cochran, Charles H. March, Dwight W. Morrow, and Mr. and Mrs. Frank Waterman Stearns. It is owned by the Trustees and its management and operation are under the supervision of L. G. Treadway as Managing Director. With its beautiful location overlooking the Campus, Rabbit Pond, and the Sanctuary, and with its authentic colonial atmosphere, derived from old portraits, prints, and genuine antique furniture, it is one of the most delightful inns to be found in New England. It is thoroughly modern in equipment.

THE ARCHAEOLOGY BUILDING (1903) was the gift of Mr. and Mrs. Robert Singleton Peabody. There are exhibits of the industrial life of the North American Indians, including dioramas of Indian villages in the Northeast and the Southwest. Important study material is stored in the building, which is open on weekdays from 9 A.M. to 5 P.M., and on Sundays from 2 P.M. to 5 P.M. The library affords an excellent opportunity for boys to pursue their own investigations of the many interesting phases of the life of the American Indians.

PEABODY HOUSE (1915). Built from the income of the Robert Singleton Peabody Foundation, it provides a common room for Lower Middlers and an assembly hall for various school organizations.

MEMORIAL TOWER (1923) was given by Samuel Fuller, class of 1894, in honorable memory of eighty-seven former students of Phillips Academy who gave their lives in the World War. The tower contains a carillon of thirty-seven bells upon which frequent concerts are played. Its summit, illuminated at night, is a landmark for miles around.

GROUNDS

THE BROTHERS FIELD (1900) was enlarged in 1924. Its fifty-five acres, close by the gymnasium, comprise the regular playing fields of the Academy. Its facilities provide six football fields, six baseball diamonds, six soccer fields, the running track, hockey rink, and many tennis courts. Brothers Field originated with a gift of land by George B. Knapp, class of 1854, in memory of his brother, Arthur Mason Knapp, a teacher in the Academy, 1863.

THE OLD CAMPUS and other fields are also used for baseball, football, soccer and tennis.

THE MONCRIEFF COCHRAN SANCTUARY (1929), comprising about ninety acres, is the gift of Thomas Cochran, class of 1890, who planned and developed it to manifest the beauty and interest of wild nature. Within its enclosure are two ponds frequented by wild ducks which stop there in passage. Ducks, pheasants, and other birds breed there in great numbers. At the highest point of land is a log cabin, and at spots of particular beauty stone seats have been erected; one to the memory of the late Professor Charles H. Forbes, Acting Headmaster, another to the memory of Augustus Porter Thompson, of the class of 1892, and his son, Augustus Porter Thompson, 3rd, of the class of 1928, a third to the memory of Thomas Cochran, of the class of 1890, and a fourth in memory of Elizabeth Goodhue Fuess, late wife of the present Headmaster. The Sanctuary was given in memory of Moncrieff Mitchell Cochran, of the class of 1900.

THE ANDOVER SUMMER SESSION

The following describes the main features of the Summer Session as organized and conducted in 1944. Although minor changes may be introduced to meet new circumstances, the 1945 Session will be modeled closely upon the three previous successful ones. The Summer Session publishes its own catalogue, which will be sent upon request after February 1, 1945. Inquiries should be addressed to the Director, Andover Summer Session, Phillips Academy, Andover, Massachusetts.

*The Summer Session will open on Wednesday, June 27, and close on Wednesday, August 22, covering a period of eight weeks.

Instituted in 1942, primarily as a war-time measure, the Summer Session enables boys from Phillips Academy and other schools throughout the country to finish their secondary school education before being called to military service or, when their induction is not imminent, to get training which will prepare them more rapidly and thoroughly for national service. The Summer Session also assists students who are short of normal standing in their classes to make up their deficiencies and gives boys who are planning to enter Andover in the fall an opportunity to become accustomed to Andover life and standards.

The Session is under the general control of the Academy Trustees and Headmaster, and the teaching staff is drawn almost entirely from the regular Academy faculty. The 1944 Session had a faculty of forty and an enrollment of two hundred and sixty boys, who came from thirty-six states and six foreign countries. Ninety-six were Phillips Academy students; seventy-one were preparing to enter Andover in the fall; and ninety-three came just for the summer. Students live in the school dormitories and

*Tentative dates

eat in the Commons. All the Academy facilities are available,—library, infirmary, Addison Gallery of American Art, the gymnasium swimming pool and the outdoor Bobby Thompson Pond, tennis courts, and playing fields.

†Applicants for admission to the Senior Class of Phillips Academy who plan to begin their Senior year in the summer, graduating at the end of the winter term, should consult the Director of Admissions, Phillips Academy. Applicants for admission to the regular Summer Session should consult the Director of the Summer Session. Enrollment will necessarily be limited in number. The fee is three hundred dollars, covering board, room, and tuition. A number of full scholarships of three hundred dollars each and a few partial scholarships are available for students of unusual promise, not now enrolled in Phillips Academy.

Courses offered by the Summer Session include almost all those given by Phillips Academy in its regular winter session. They are of two main kinds.

First are the *major courses*, which meet *two* hours a day, six days a week, usually in the first and last periods of the morning. These courses cover the equivalent of a year's work in an individual subject in the normal Andover curriculum. Phillips Academy will give a full unit of credit for a major course successfully completed, and it is expected that arrangements can be made with other schools to give similar credit.

Second are the *minor courses*, which meet *one* hour a day, six days a week. Some of these, designed to give useful pre-military training or to contribute to a cultural education, carry one-half unit of credit. Others are review courses which provide opportunity for students from Andover and similar schools to make up deficiencies or to strengthen foundations in basic subjects.

Various activities of a practical or cultural nature are also offered, carefully organized under faculty supervision and compulsory unless a boy's regular academic program is too heavy.

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†See page 39.

Depending upon his individual needs and aptitudes, a student carries either twelve or eighteen hours a week of regular prepared work. If he carries only twelve hours of such work each week (*one* major or *two* minors), he also takes an activities course. Students are not ordinarily permitted to take more than eighteen hours of work in the classroom each week, and experience has shown that a twelve-hour schedule is best for most Summer Session boys. Each student's program is carefully planned by his faculty adviser.

Throughout the Summer Session great emphasis is placed on health. Formal military drill is not planned; but special body building and toughening exercises are given to all students and individual instruction in swimming and posture to any who need it. In addition, a broad program of informal, supervised athletic activity is offered, including the main summer sports. The Isham Infirmary is open, with the Academy doctor and trained nurse in attendance.

Daily assemblies, which all boys are required to attend, are devoted to a discussion of international affairs, with particular regard to America's position today and in the post-war world. These assemblies make use of educational and documentary films, lectures, and questions and discussion. A religious service is conducted by the School Minister each Sunday.

To relieve food and labor shortages and to gain practical experience, all students give one afternoon a week to work on the school garden or on the Academy grounds, and boys whose scholastic programs permit may work afternoons regularly for pay, at prevailing rates, on the grounds or on neighboring farms.

Attendance at the Summer Session implies a serious purpose on the part of the student and a willingness to assume a large measure of responsibility for maintaining order. Any student who shows himself unwilling to conform to the spirit of the Session, who neglects his work, or who is believed to exercise an injurious influence upon others may be dismissed at any time.

The existence of a summer session is of particular advantage to boys planning to enter the regular course at Phillips Academy in the fall. Summer study at Andover enables them to make up deficiencies in previous preparation, whenever necessary, and to become familiar with Andover traditions, methods, and standards. Boys who are preparing to enter the Junior, or first-year class, in the fall live in a separate dormitory under special residence supervision.

The Summer Session also offers courses in Speech Correction and Reading Training for boys of good academic ability who stutter or have insufficient skill in reading. These courses must be limited to a small number of boys who are given individual and group instruction by trained teachers working under the direction of Dr. J. Roswell Gallagher, School Physician. The fee for these courses is four hundred dollars, which includes the full tuition for the Summer Session.

ROBERT S. PEABODY FOUNDATION FOR ARCHAEOLOGY

Douglas Swain Byers, *Director*
Frederick Johnson, *Curator*
Alfred Vincent Kidder, *Research Associate in Southwestern Archaeology*
Evelyn Willett Drew, *Secretary and Librarian*

The Robert S. Peabody Foundation for Archaeology, established in 1901 by Robert Singleton Peabody, Class of 1857, provides a fund for the maintenance of research in archaeology and for the museum which was opened in 1903. The Foundation has carried on extensive archaeological research in the southeastern states and the Southwest and is continuing such work in New England.

In the exhibition halls there are to be seen collections from many of the principal Indian archaeological cultures. A decorative map of North America by the late Stuart Travis, concerned with the main culture areas of the continent, is mounted on the stairway. A model of a former Andover Indian village, and a model of a portion of the pueblo of Pecos in New Mexico are also on display.

The Foundation offers a two-hour elective course dealing with the life of the Indians and the pre-history of North America.

A library, open to all, offers an opportunity for reading and research in the varied phases of aboriginal American life.

The publications of the Foundation include the following:

Bulletins

1. The Exploration of Jacobs Cavern, 1904.
2. The Gorgets, 1906.
3. A Narrative of Exploration in New Mexico, Arizona, Indiana, etc., 1905.

4. The Exploration of Bushey Cavern near Cavetown, Md.; and Fort Ancient: the Great Prehistoric Earthwork of Warren County, Ohio, 1908.
5. Certain Peculiar Earthworks near Andover, Mass., 1912.
6. Hematite Implements of the United States, 1912.

THE ARCHAEOLOGY OF MAINE, by Warren K. Moorehead, 1922.

ARCHAEOLOGY OF THE ARKANSAS RIVER VALLEY, by Warren K. Moorehead, 1931.

EXPLORATIONS OF THE ETOWAH MOUNDS, GEORGIA, by Warren K. Moorehead, 1932.

PAPERS OF THE SOUTHWESTERN EXPEDITION, Yale University Press:

1. An Introduction to the Study of Southwestern Archaeology—with a Preliminary Account of the Excavations at Pecos, by A. V. Kidder, 1924.
2. Pueblo Pottery Making: a Study at the Village of San Ildefonso, by Carl E. Guthe, 1925.
3. The Pueblo of Jemez, by Elsie Clews Parsons, 1925.
4. The Indians of Pecos Pueblo: a Study of their Skeletal Remains, by Earnest A. Hooton, 1930.
5. The Pottery of Pecos. Volume I, The Dull-paint Wares, by A. V. Kidder and C. A. Amsden, 1931.
6. The Artifacts of Pecos, by A. V. Kidder, 1932.
7. The Pottery of Pecos. Volume II, Glazed Wares, by A. V. Kidder, and Anna O. Shepard, 1936.

PAPERS OF THE ROBERT S. PEABODY FOUNDATION

Vol. I, No. I, Excavations on Martha's Vineyard, by Douglas S. Byers and Frederick Johnson, 1940.

Vol. I, No. 2, The Indian Site on Grassy Island, by Frederick Johnson and others. (In preparation).

Vol. II, The Boston Fishweir, by Frederick Johnson and others, 1942.

Vol. III, Contributions to the Anthropology of the Northeast: A Symposium (In preparation).

ADDISON GALLERY OF AMERICAN ART

BARTLETT H. HAYES, JR., *Director*
MARY C. RATHBUN, *Research Assistant*
JANE PATTERSON, *Secretary and Registrar*

Art Committee

STEPHEN C. CLARK	FRED T. MURPHY
CHARLES H. SAWYER	JOHN M. WOOLSEY

ROBERT G. McINTYRE, *Secretary*

The Addison Gallery of American Art was established in 1930, in memory of Mrs. Keturah Addison Cobb, "to enrich permanently the lives of the students of Phillips Academy, by helping to cultivate and foster in them a love for the beautiful." The original gift included important objects of American art with endowment for the maintenance and operation of the building, and a fund for additional purchases.

It is the aim of the Addison Gallery to serve as a laboratory where students in Phillips Academy, and outside visitors, may develop their cultural interests and hobbies. To this end, frequent loan exhibitions are held throughout the year. Some are directly related to the courses in the school curriculum; others are of general interest. The introductory courses in Art and Drawing and Painting are held in the Gallery, which is also the center of voluntary work during the Activities Period. Closer correlation with other courses is being sought through the collection and circulation of material for classroom exhibitions. The museum building is fully equipped for exhibition and museum purposes.

In addition to its activities as a part of Phillips Academy, the Addison Gallery is always open to the general public and conducts an educational program in connection with schools and organizations in the neighboring communities.

The nucleus of the present collection of American paintings was presented to Phillips Academy in 1928 by several friends of the school. The collection, now including over one thousand items, is recognized as among the outstanding specialized collections in the country. Smibert, West, Stuart, Allston, Morse, and Trumbull represent the Colonial period. Of especial importance among the many paintings of the nineteenth century are several examples by Homer, Ryder, Eakins, Whistler, Sargent, Thayer, and Twachtman. The early part of the present century is shown in the work of Hassam, Metcalf, Brush, Davies, Prendergast, Bellows, and Henri. Recent acquisitions of contemporary paintings, prints, and drawings complete an exceptionally well-balanced collection.

Models of American ships, built to uniform scale, are also installed in the Addison Gallery. This collection forms a comprehensive survey of American shipping in the sailing era, with a few examples from the present day. In addition to a permanent collection of American silver, selections of furniture, glass, and silver of the Colonial period from the Mabel Brady Garvan Institute at Yale University are on permanent exhibition.

PRIZES

The following prizes are open for competition in each academic year.

ENGLISH

DRAPER PRIZES

For declamation. Twenty dollars and fifteen dollars. Founded (1878) by Warren F. Draper, class of 1843, (sustained since 1867)

MEANS PRIZES

For declamation of original essays. Twenty dollars, ten dollars and five dollars. Founded (1879) by William G. Means, of Andover, (sustained since 1868).

ROBINSON PRIZES

For debating between a team of the Philomathean Society and one chosen from the rest of the school, or between two teams chosen by the Philomathean Society. Forty-five dollars to the winning team. Founded (1910) by Henry S. Robinson, of Andover, (sustained since 1896).

GOODHUE PRIZES

In English literature and composition, including the more practical topics of elementary rhetoric. Open to Senior and Upper Middle Classes. Ten dollars and five dollars. Founded (1936) by the family of Francis A. Goodhue, of Andover, in memory of his devotion to Phillips Academy, (sustained since 1916).

CHARLES C. CLOUGH PRIZE

For an essay by a Senior on an assigned literary subject. Twenty dollars. Founded (1923) by friends of Charles C. Clough, class of 1906, in memory of his interest in literary studies and his devotion to Phillips Academy.

STEPHEN S. LANGLEY PRIZE

For an essay by a Senior on Charles Dickens. Eight dollars. Founded (1927) by Stephen S. Langley, class of 1863.

ARTHUR W. LEONARD PRIZES

For declamation of original essays. Ten dollars, six dollars, and four dollars. Open only to Juniors and Lower Middlers. Susained (since 1942) by the Headmaster in memory of the late Arthur W. Leonard, Head of the English Department.

DONALD CARR PRIZES

For skill in oral English. Twenty dollars, twelve dollars, and eight dollars. Open only to Juniors and Lower Middlers. Sustained (since 1943) by Donald Eaton Carr.

CHARLES SNOW BURNS PRIZES

For an original poem. Three prizes of ten dollars each to be awarded to one boy in each of the three upper classes. Founded 1944) by Mrs. Jules Burns in memory of her son, Lieutenant Charles Snow Burns, class of 1941.

CLASSICAL LANGUAGES

JOSEPH COOK PRIZES

In Greek. Examination in Homer, including translation at sight and questions on grammar and antiquities suggested by the passage set. Fifteen dollars, ten dollars, and five dollars. Founded 1879) by Joseph Cook, LL.D., class of 1857.

WILLIAM N. WEIR PRIZE

In New Testament Greek. Thirty-five dollars. Founded (1928) by Rev. William N. Weir, class of 1895.

DOVE PRIZES

In Latin. Open to Seniors. Twenty dollars, ten dollars, and fiv dollars. Founded (1915) by George W. W. Dove, class of 185 (sustained since 1880).

REVEREND ALFRED JOHNSON PRIZE

In Greek composition. Ten dollars. Founded (1932) by Alfre Johnson, class of 1890, in memory of the Reverend Alfred Johnson, a graduate of Dartmouth College, class of 1875, (sustaine since 1924).

VALPEY PRIZES

In Latin composition. Ten dollars.
In Greek composition. Ten dollars.
Open to the Upper Middle Class. Founded (1896) by Rev Thomas G. Valpey, class of 1854.

ALLEN ROGERS BENNER PRIZE

For excellence in first-year Greek. Twenty-five dollars. Sustaine (since 1939) by the Alpha Gamma Chi Society in honor of Allen Rogers Benner, class of 1888, for forty-six years Professor c Greek in Phillips Academy.

GERMAN

ROBERT STEVENSON PRIZE

In German composition. Ten dollars. Open to the Senior anc Upper Middle Classes. Founded (1904) by Robert Stevenson, Jr. class of 1896, in memory of his father.

CARL SCHURZ PRIZE

In German. A $100 War Savings Bond. Awarded to that studen taking beginning German who has shown the greatest achievement within the year. Sustained (beginning 1944) by an anonymous donor.

FRENCH

FREDERICK HOLKINS TAYLOR PRIZES

In French conversation or French composition. Fifteen dollars and ten dollars. Founded in part (1909) by a member of the class of 1868 in memory of Frederick Holkins Taylor of that class, son of Professor John L. Taylor, treasurer of Phillips Academy, 1852-1868.

HISTORY

LLOYD W. SMITH PRIZE

In American History before 1860. Fifty dollars. Sustained (since 1924) by Lloyd W. Smith, class of 1892.

CHARLES ELLIOTT PERKINS PRIZE

In American History since 1860. Fifty dollars. Sustained (since 1927) by Mrs. William Hooper in memory of her father, Charles Elliott Perkins, of Burlington, Iowa.

HAYMOND PRIZE

In American History. Fifty dollars, or the equivalent in books on the Constitution. Awarded to an undergraduate taking the course in History of the United States for an essay on the Constitution of the United States. Established (1942) by Frank C. Haymond, in honor of his sons, William Stanley Haymond, 2nd, class of 1942, and Thomas Arnette Haymond, class of 1943.

GEORGE LAUDER PRIZE

In English History. Forty dollars. Founded (1916) by George Lauder in memory of his son, George Lauder, Jr., class of 1897, (sustained since 1913).

MATHEMATICS

E. B. CONVERS PRIZES

In Plane Geometry. Awarded on the basis of an examination in Plane Geometry. Fifteen dollars and ten dollars. Founded (1898) by E. B. Convers, class of 1857.

GEORGE T. EATON PRIZE

In Algebra. To that member of the Junior Class outstanding for proficiency in first-year Algebra. Twenty dollars. Sustained (since 1938) by Thaxter Eaton, class of 1904, in memory of his father, George T. Eaton, class of 1873, for fifty years Instructor in Mathematics.

MATTHEW S. McCURDY PRIZES

In Trigonometry and Solid Geometry. For Seniors. Awarded on the basis of class-room work and an examination. Twenty dollars and fifteen dollars. Founded (1940) by the family of the late Matthew S. McCurdy in memory of his connection with Phillips Academy as Instructor in Mathematics, from 1873 to 1921.

SCIENCES

WADSWORTH PRIZE

In Physics. To the student holding the highest rank in Physics for the year. Ten dollars. Sustained (since 1900) by William S. Wadsworth, M.D., class of 1887.

DALTON PRIZE

In Chemistry. To the student holding the highest rank in Chemistry for the year. Thirty-five dollars. Founded (1915) by Frederick Goodrich Crane, of Dalton, Massachusetts, class of 1884, trustee of Phillips Academy, 1912-1923.

OTHNIEL C. MARSH PRIZE

n Biology. To the student in the school who has been outstanding n interest and attainment in the Biological Sciences. Twenty-five dollars. Sustained (since 1936) by the Headmaster in memory of Othniel C. Marsh, class of 1851, one of the great paleontologists of his day.

MUSIC

CHARLES CUTTER PRIZE

For proficiency on orchestral, especially stringed, instruments. Thirty-five dollars. Founded (1925) by Rev. C. F. Cutter, class of 1871, in memory of his father, Charles Cutter, class of 1840.

FRANK VAN DER STUCKEN PRIZE

For proficiency on the organ. Twenty-five dollars. Sustained since 1930) by Dirk H. van der Stucken in memory of his father.

PRIZE FOR PROFICIENCY IN PIANO-FORTE PLAYING

Ten dollars. Sustained (since 1934) by an anonymous donor.

EDWARD PITKIN POYNTER PRIZE

For that member of the Phillips Academy Choir who, in the udgment of the Choirmaster, has been the most useful member of that organization. Fifteen dollars. Founded (1943) in memory of Edward Pitkin Poynter of the class of 1940, who gave his life for his country in the aviation service on July 15, 1943.

ART

THE MORSE PRIZE

To the student who best combines native creative ability with craftsmanship, as evidenced in a developed personal style. Twenty-five dollars. Sustained (from 1932) and founded (1942) by Winslow Ames, class of 1925, in honor of Samuel Finley Breese Morse, class of 1805.

THE THOMPSON PRIZE

For improvement in drawing and painting. Given in memory o Augustus Porter Thompson, 3rd, class of 1928. Twenty-five dollars.

ADDISON GALLERY ASSOCIATES PRIZE

For a student who has distinguished himself in art as well a in other activities. Twenty-five dollars. Sustained (since 1941) by the Addison Gallery Associates.

JOHN ESTHER GALLERY PRIZE

To the student who has shown through his work the cleares understanding of art. Ten dollars. Sustained (since 1943) by Mr. and Mrs. Patrick Morgan.

PHILOSOPHY

Awarded to a Senior who passes the best examination in the elective course in Philosophy. Ten dollars. Sustained (beginning 1945) by an anonymous donor.

OTHER PRIZES

FACULTY PRIZE

For the Senior graduating with the highest average in scholarship. One hundred dollars. Founded (1923) by Sanford H. E. Freund class of 1897, (sustained since 1912).

FULLER PRIZE

Awarded to that member of the Senior Class who, having been a Andover not less than two years, has best exemplified and upheld in his life and work at Andover the ideals and traditions of the school. A gold medal. Sustained (since 1912) by Samuel Leste Fuller, class of 1894.

IMPROVEMENT PRIZE

For the Senior who, having been at Andover not less than three years, has shown the greatest general improvement. Fifty dollars.

THE YALE CUP

Awarded to that member of the Senior Class who has attained the highest proficiency in scholarship and athletics.

FEDERATION OF HARVARD CLUBS PRIZE

For a member of the Upper Middle Class, preparing for college, to be recommended by the Headmaster and Faculty for high scholarship and character. A book. Awarded (since 1911) by the Harvard Club of Andover.

HEADMASTER'S PRIZE

Awarded to that member of the Senior Class who exhibits most fully the qualities of coöperation and leadership. Fifty dollars. Sustained since 1933.

ROGER C. SULLIVAN PRIZES

Four prizes, of $200 each, awarded in the fall to those members of the Senior, Upper Middle, Lower Middle, and Junior Classes who made the greatest improvement in scholarship during the previous school year. Founded (1921) by Boetius H. Sullivan, class of 1905, in memory of his father, Roger C. Sullivan.

JOHN P. HOPKINS PRIZE

To be divided among those students who have received no demerit, absence, or tardy marks, excused or unexcused, during the year. Two hundred dollars. Founded (1921) by Boetius H. Sullivan, class of 1905, in memory of John P. Hopkins.

BUTLER-THWING PRIZE

For the member of the Junior Class with highest marks in entrance examinations. Fifteen dollars. Founded (1918) by Capt. Francis Butler-Thwing, class of 1909.

THE PHILLIPIAN PRIZE

For outstanding service rendered to the *Phillipian.* Thirty dollars. Founded (1931) by James Q. Newton, class of 1929, and Business Manager of the *Phillipian* during his senior year.

THE CECIL K. BANCROFT PRIZE

For a self-supporting student whose performance has been most praiseworthy, taking into account scholarship, amount of self-help, and observance of rules, regulations, and ethics governing these activities. Twenty-five dollars. Awarded (since 1934) by the Headmaster, on recommendation of the Bureau of Self-Help.

JOHN ADAMS KINGSBURY JR. PRIZE

To a student of outstanding character, who, in the judgment of the Headmaster, is especially distinguished for perseverance and resolution. Fifty dollars. Sustained (since 1943) by Dr. and Mrs. John A. Kingsbury in memory of their son, John Adams Kingsbury, Jr., Class of 1934.

THE AURELIAN HONOR SOCIETY PRIZE

To be awarded each year to that member of the graduating class who, in the opinion of the Faculty and his classmates, is outstanding in sterling character, high scholarship, and forceful leadership. A cup. Established 1935.

NOTE—The dates given above are those of the years in which the several prizes, as sustained or founded, were first awarded.

GENERAL SCHOLARSHIP FUNDS

Scholarships are provided by the Trustees from the income of the following funds:

Hon. William Phillips (1795; 1804)	$ 4,633.33
Students' Educational Fund, begun with a gift of one hundred dollars from the Senior Class of 1854. Since then increased by the accumulation of income and by other gifts, including one of $1000 from Edward Taylor, treasurer 1868-1889	7,762.64
Farrar (1865). Samuel Farrar, treasurer of Phillips Academy, 1808 to 1840. (A part of this fund is for other purposes.)	22,000.00
Clarke (1870). James G. Clarke, class of 1837, in memory of his mother, Jane Aiken Clarke	1,200.00
Peter Smith Byers (1878). John Byers, class of 1844, in memory of his brother, of the class of 1847. For boys from Andover	500.00
Class of 1878 (1878)	1,200.00
Jonathan Taylor (1878). Edward Taylor, treasurer of Phillips Academy, 1868-1889, in memory of his father. For boys from Andover	1,000.00
French (1879). Hiram W. French, of Andover	1,000.00
Caroline Parker Taylor (1880). Mrs. Alpheus Hardy, in memory of the wife of Dr. Samuel H. Taylor, principal of Phillips Academy, 1838-1871.	1,000.00
Gerard Sumner Wiggin (1882). Lady Elizabeth Sumner Buckley-Mathew Fleming, in memory of her son, of the class of 1875	1,000.00

Stone Educational Fund (1882). Mrs. Valeria G. Stone of Malden	26,400.00
Richards (1889). Mrs. Mary A. Richards, of Andover, in memory of her sons, Charles Thomas Richards, assistant in the treasurer's office, and Edward Stanley Richards, class of 1875	1,450.14
Warren F. Draper (1890). Warren F. Draper, class of 1843	1,000.00
Charles L. Flint (1890). Charles L. Flint, class of 1841. Preference to boys from Middleton, Mass.	5,000.00
Henry P. Haven (1890). Henry P. Haven, of New London, Conn.	1,000.00
Emma Lane Smyth (1890). Gov. Frederick Smyth of New Hampshire, class of 1839, in memory of his wife	1,000.00
James and Persis Taylor (1890). Mrs. Mary E. Fairbanks, sister of Dr. Samuel H. Taylor, in memory of her father and mother	1,000.00
Dowe (1892). Joseph Dowe, class of 1817	3,097.98
James Calvin Taylor (1895). Mrs. Mary E. Fairbanks, in memory of her brother, of the class of 1840	1,000.00
Mary W. Holbrook (1900). Mary W. Holbrook	500.00
Carter (1906). Mrs. Ruby A. Carter, of Andover, in memory of her husband and daughter	1,500.00
Herman Verhoeff Hartwell (1907; 1926). Mr. and Mrs. Frank W. Hartwell, in memory of their son, of the class of 1908	5,000.00

George Ripley (1908). George Ripley, of Andover	2,500.00
T. A. Holt (1909). T. Augustus Holt, of Andover. For boys from Andover	26,003.24
James Huntington (1910; 1931). The widow and daughter of James Huntington, class of 1848	2,000.00
Allan Morse Penfield (1913). Allan Morse Penfield, class of 1904	1,000.00
George B. Knapp (1914). Katharine Knapp, in memory of her brother, George B. Knapp, trustee of Phillips Academy, 1899-1919	5,000.00
Thomas A. Emerson (1917). Rev. Thomas A. Emerson, class of 1859, and Mrs. Emerson	2,000.00
Harriet L. Erving (1922). Miss Harriet L. Erving, of Andover, for thirty years assistant in the treasurer's office	1,500.00
Frank Butler Walker (1923). Mrs. Mary C. B. Walker, in memory of her son, of the class of 1889	1,425.00
Abraham B. Coffin (1924). Abraham B. Coffin, class of 1852	2,000.00
Samuel M. Evans (1922). Samuel M. Evans, class of 1887. (A part of the fund is for other purposes.)	2,000.00
Amasa J. Whiting (1927). Mrs. May C. W. Speare, in memory of her father, Amasa J. Whiting	2,515.65
James H. Haste (1930; 1933). James H. Haste, class of 1894	170,923.69
Henry Waldo Greenough (1931). Henry W. Greenough, class of 1889	2,000.00

Moncrieff M. Cochran (1932). Moncrieff M. Cochran, class of 1900	2,500.0
Bancroft (1933). Cecil K. Bancroft, class of 1887, Registrar 1906-1932, in memory of his father, Dr. Cecil F. P. Bancroft, eighth principal of Phillips Academy	2,000.00
Osgood Johnson (1937). Helen O. Sprague, in memory of her grandfather and father. For New England-born students	500.00
David and Lucy Hayward Shaw Fund (1939). David and Lucy Hayward Shaw. Preference to boys from Andover	10,000.00

SPECIAL SCHOLARSHIP FUNDS

John Cornell (1894). John Cornell. For boys from Andover, recommended by the School Committee of Andover	5,000.00
Robert Henry Coleman (1919). Mrs. John Coleman, in memory of her son, Lieut. Robert Henry Coleman, class of 1912, who died in the military service of the United States, 1918 "The income is awarded annually at the end of his Junior year to a student of limited means, who, in the judgment of the Headmaster, has displayed the most promise of maintaining the highest standard of worth, measured by character, scholarship, and general influence in the school."	6,000.00

George Xavier McLanahan (1919). His mother and sister, in memory of George Xavier McLanahan,

class of 1892 .... 10,000.00
"The income is used annually for the assistance of a worthy student or students, of limited means."

Gordon Ferguson Allen (1920). "Friends of the school," in memory of Gordon Ferguson Allen 5,000.00
"The income is awarded annually to a deserving student of character and promise and of limited means."

Rev. William Henry and Ellen Cary Haskell (1920). Rev. William Henry Haskell, class of 1856, and his five sons, classes of 1883, 1888, 1890, and 1895 .... 3,000.00
"The income is used annually in aiding a needy and deserving student to meet the regular expenses of the school."

Charles C. Clough (1923). Classmates and friends at Princeton of Charles C. Clough, class of 1906 .... 5,000.00
"The income is awarded annually on recommendation of the Senior Class to that member of the Upper Middle Class who is of limited means, and who most embodies those qualities of manliness, loyalty, cheerfulness, high purpose, and clean living which were conspicuous in the character of him in whose memory this scholarship was established."

Frank Dale Warren (1925). Frank Dale Warren, Jr., class of 1915, in memory of his father, of the class of 1879 .... 1,000.00
"The income is awarded annually to that member of the Senior Class preparing to enter Amherst College who, on the basis of character and scholarship, is deemed most deserving of the award by the faculty."

Alfred Howlett Durston (1926). Marshall H. Durston, class of 1900, in memory of his brother, of the class of 1897 .... 5,000.00
"The income is awarded annually to a student of limited means who, in the judgment of the Headmaster, embodies the best ideals of student life, scholarship, character, and influence."

Smith Lewis Multer, Jr. (1926). Smith Lewis Multer, in memory of his son, of the class of 1923 .... 5,000.00
"The income is awarded annually at the close of his Upper Middle year to a worthy student of limited means who, in the judgment of the Headmaster, has exhibited promise in scholarship and qualities of leadership and wholesome influence in the general activities of the school."

Class of 1871. Andover-Harvard (1928, sustained since 1912). Henry S. Van Duzer, class of 1871. (A part of this fund is for a College Freshman scholarship) 12,500.00
"The income is awarded annually on the basis of high scholarship to a member of the incoming Senior Class who is preparing for Harvard, the award to be announced at the close of the student's Upper Middle year on the basis of his record up to that time."

Class of 1871. Harvard-Andover. "The income is available for a graduate of Phillips Academy during his freshman year in Harvard College, the award, based on high scholarship, to be announced at the close of the recipient's Senior year in the school."

William Thompson Reed Memorial (1930). His father and mother and members of his family, in

memory of William Thompson Reed, class of 1929. 11,100.00 "The income is awarded annually to a student of character and promise at the beginning of his Senior year."

Schuyler Bussing Serviss Memorial (1936). Mrs. Charlotte B. Serviss, in memory of her son, a member of the class of 1898.................................. 5,000.00

Augustus Porter Thompson (1943). Mrs. Augustus P. Thompson, of Andover, in memory of her husband, the late Augustus P. Thompson, class of 1892. 5,000.00 "The income is awarded annually to a boy who, in the judgment of the Headmaster, is outstanding in intelligence and character."

The following scholarships are sustained by regular annual gifts, or by a single gift:

George Webster Otis (1920). Joseph Edward Otis, class of 1888, and Mrs. Otis, in memory of their son, Lieut. George Webster Otis, class of 1914, who died in the military service of the United States, 1918..... 250.00 "Awarded to a student who, in the judgment of the Headmaster, combines the qualities of sound character and high ambition."

Society of Inquiry (1934)........................ 400.00

"Two awards of $200 each, to two deserving students, nominated by the Headmaster, who have attended Phillips Academy for at least one year."

Amherst College (1935)........................ 400.00

An annual award, granted on the basis of scholarship, character, and need, and on the nomination of

the Headmaster, to a graduate of Phillips Academy entering Amherst; to be held for four years, or as long as the recipient maintains an average of eighty per cent or better.

de Long (1938). Mrs. George Bowen de Long of New York City.................................... 1,000.00
Two scholarships, of $500 each, to be held during their Freshman year at Princeton University by graduates of Phillips Academy, who have been nominated by the Headmaster on grounds of "scholarship, character, and qualities of leadership, as well as the degree of their need of assistance."

Yale University (1938). Anonymous............. 1,000.00
"Awarded to a candidate selected by the Freshman Scholarship Committee at Yale, the choice to be made on the basis of a candidate's school record, his special scholarship qualifying examination, his character and personality, his capacity for leadership, his promise of future usefulness, and his financial need."

Ralph Tipton Davis Memorial (1939). The Class of 1904, Princeton University, in memory of Ralph Tipton Davis, of the Class of 1904, Princeton University, and of the Class of 1900, Phillips Academy. 600.00
"Awarded to a student from Phillips Academy in his Freshman year at Princeton University, who is chosen by the Headmaster and Faculty of Phillips Academy because of his definite need for financial aid, scholarship, ideals, character, personality, and achievement in extra-curricular activities."

ALAN FOX (1942). Joseph C. Fox of the class of 1934 in memory of his father, the late Alan Fox of the class of 1899.................................. 1,200.00

"To be awarded annually in the sum of twelve hundred dollars to a student preparing for Yale University who is in need of financial aid and who, in the opinion of the Headmaster, combines those qualities of high intelligence and deep human understanding with marked athletic ability in such a manner as to make him an outstanding person in the eyes of the Faculty and students of Phillips Academy, like the man in whose memory this scholarship is given."

CATLIN (1944). Established by the late George H. Catlin of the class of 1863...................... 1,000.00

"One thousand dollars to be awarded annually, regardless of need, to a member of the Upper Middle Class of outstanding scholarship and deportment, who, on completion of Greek 2 or Latin 3 at Phillips Academy, shall include in his Senior program a major course in Greek or Latin. Tenable during the Senior year at Phillips Academy."

AWARD OF PRIZES AND SPECIAL SCHOLARSHIPS

1943-1944

DRAPER PRIZES

1. Robert David Lilien, New York City, N. Y.
2. Frederick Sanford Pratt, 2d, Chestnut Hill, Pa.

MEANS PRIZES

1. Victor Karl Koechl, Farmington, Conn.
2. Frederic R. G. Sanborn, Brooklyn, N. Y.
3. Ronald Merl Easley, Jr., Marblehead

ROBINSON PRIZES

1. Heath Ledward Allen, Harrisburg, Pa.
2. Austin Chichester Smith, Jr., Oconomowoc, Wis.
3. Donald Justus Sterling, Jr., Portland, Ore.

ARTHUR W. LEONARD PRIZES

1. Charles Cornelius Hull, 3d, Brooklyn, N. Y.
2. Geoffrey Douglas Bush, Cambridge
3. Winslow Loring Jackson, Chicago, Ill.

CARR PRIZES

1. Richard Eliot Carter, Nashua, N. H.
2. James Sands Darling, 3rd, Hampton, Va.
3. John Wakefield Harris, New York City, N. Y.

SCHWEPPE PRIZES

1. Richard Schuster, New York City, N. Y.
2. John Wheelock Freeman, Riverdale-on-Hudson, N. Y. and Michael Sewall Thompson, Warrenton, Va.

GOODHUE PRIZES

1. Richard Pease Leavitt, Durham, N. H.
2. Charles Parker Sagar, Greenwich, Conn.

CHARLES C. CLOUGH PRIZE

Donald Justus Sterling, Jr., Portland, Ore.

STEPHEN S. LANGLEY PRIZE

Peter Stevenson Hanke, Garrett Park, Md.

JOSEPH COOK PRIZES

1. William Scovil Anderson, Watertown
2. Laurence Kohlberg, Bronxville, N. Y.

ALLEN ROGERS BENNER PRIZE

Fred Wendell Doyle, Jr., Andover

WOOLSEY PRIZES

Latin 3:
  Translation and Composition
  Divided between:
    Laurence Kohlberg, Bronxville, N. Y.
    William Francis O'Shea, Belmont
  Recitation
    Stephen George Schiffer, Kew Gardens, N. Y.

Latin 2:
  Translation and Composition
    Marshall Strong Foxwell, Camden, Maine
  Recitation
    Lee Stuart Pyles, Fairmont, W. Va.

Latin 1:
  Recitation
    Francesco Giovanni Biondo, New York City, N. Y.

Honorable Mention:
Jeremy Thurston Johnstone, Santa Barbara, Calif.

E. B. CONVERS PRIZES

1. John Dutton Conant Little, Andover
2. David Jewell Space, Glen Rock, N. J.

JOHN REESE STEVENSON PRIZES

1. John Dutton Conant Little, Andover
2. Stephen Fosdick Wilder, Weston

GEORGE T. EATON PRIZE

Reeves Welch Hart, Jr., Stamford, Conn.

MATTHEW S. MCCURDY PRIZES

1. Isaac Chillingsworth Foster, Brewster
2. Raymond Henry Young, Needham

THE RENSSELAER MEDAL

John Curtis Farrar, Scarborough, N. Y.

ROBERT STEVENSON PRIZE

Arthur Stevens Wensinger, Grosse Pointe, Mich.

JOHN AIKEN PRIZES

1. Victor Karl Koechl, Farmington, Conn.
2. Heyward Isham, New York City, N. Y.

FREDERIC HOLKINS TAYLOR PRIZES

1. Ian Seaton Pemberton, New York City, N. Y.
2. William Scovil Anderson, Watertown

WILLIAM S. WADSWORTH PRIZE

John Perry Eastham, Andover

DALTON PRIZE

ivided between:
John Curtis Farrar, Scarborough, N. Y.
John Dutton Conant Little, Andover

OTHNIEL C. MARSH PRIZES

1. Richard Schuster, New York City, N. Y.
2. Divided between:
William Macy Wagner, West Medford
William Allen Prior, Troy, Pa.

GEORGE LAUDER PRIZE

Charles Beach Barlow, New Milford, Conn.

LLOYD W. SMITH PRIZE

Thomson Cook McGowan, Cleveland Heights, Ohio

CHARLES ELLIOTT PERKINS PRIZE

Victor Henry Hexter, 2d, Dallas, Texas

HAYMOND PRIZE

John Wesson Bolton, North Andover

CHARLES CUTTER PRIZES

1. William Frederick Munroe, Rochester, N. Y.
2. John Perry Eastham, Andover

FRANK VAN DER STUCKEN PRIZE

Dwight Delavan Killam, Andover

THE PHILLIPIAN PRIZE

Melvin Lewis Bergheim, Brookline

THE CECIL K. BANCROFT PRIZE

Norman Henry Wilson, Middletown, Conn.

THE NEW ENGLAND FEDERATION OF HARVARD CLUBS PRIZE

William Scovil Anderson, Watertown

THE AURELIAN HONOR SOCIETY PRIZE

Whitney Stevens, Arlington, Va.

THE JOHN ADAMS KINGSBURY, JR. PRIZE

Robert Phillips Hatch, Fairfield, Conn.

FACULTY PRIZE

Divided between:
Donald Justus Sterling, Jr., Portland, Ore.
John Curtis Farrar, Scarborough, N. Y.

THE FULLER PRIZE

John Curtis Farrar, Scarborough, N. Y.

HEADMASTER'S PRIZE

Whitney Stevens, Arlington, Va.

THE IMPROVEMENT PRIZE

William Forrester Neale, Jr., Dallas, Texas

YALE CUP

William Forrester Neale, Jr., Dallas, Texas

GEORGE WEBSTER OTIS SCHOLARSHIP

Robert Charles Dean, Jr., Wellesley

GEORGE XAVIER McLANAHAN MEMORIAL SCHOLARSHIP

Divided between:
Frank Sidney Jones, Greensboro, N. C.
Paul Edward Thurlow, Cherokee, N. C.

THE GORDON FERGUSON ALLEN MEMORIAL SCHOLARSHIP

Peter Stevenson Hanke, Garrett Park, Md.

PRIZE FOR PROFICIENCY IN PIANO-FORTE PLAYING

1. James Sands Darling, 3d, Hampton, Va.
2. Ian Seaton Pemberton, New York City, N. Y.

MORSE PRIZE

Frank Mortimer Magee, Jr., New Bloomfield, Pa.

THOMPSON PRIZE

Richard Buck Harrington, Worcester

ADDISON GALLERY ASSOCIATES PRIZE

Sherwood Beach Stockwell, Hamilton

JOHN ESTHER GALLERY PRIZE

Roger Conant Wilde, Jr., Pueblo, Colo.

JOHN REESE STEVENSON PRIZE

James Ferguson Burns, 3d, New York City, N. Y.

JOHN P. HOPKINS PRIZE

Divided Among:

Daniel Ogren Anderson, Jamestown, N. Y.
William Scovil Anderson, Watertown
Loring Eugene Batchelder, Andover
Roderick Hanson Browning, Texarkana, Ark.
Richard Eliot Carter, Nashua, N. H.
Arnold Jay Cohen, Swampscott
Gilman Frederick Collier, New York City, N. Y.
Jeff Corydon, 3d, Cranston, R. I.
John Perry Eastham, Andover
Frederick Vincent Fortmiller, Auburndale
Leroy Patterson Heely, Plainfield, N. J.
Richard Ward Kimball, Andover
Walter Lawrence Landergan, Jr., Lawrence

John Scott Lansill, Jr., Lexington, Ky.
Mason Faulconer Lord, Baltimore, Md.
Thomas Robeson Morse, Jr., Boston
Joel Peter Martin Nixon, New York City, N. Y.
Frederick Sanford Pratt, 2d, Chestnut Hill
John Post Prisley, Andover
Philip Reeves Reynolds, Brooklyn, N. Y.
Frederick James Robinson, Grosse Pointe, Mich.
Leonard William Volk, 2d, Dallas, Texas
Robert Pomeroy Weis, Lancaster

REV. WILLIAM HENRY AND ELLEN CARY HASKELL SCHOLARSHIP

Richard Pease Leavitt, Durham, N. H.

ALFRED HOWLETT DURSTON SCHOLARSHIP

Geoffrey Douglas Bush, Cambridge

SMITH LEWIS MULTER, JR. MEMORIAL SCHOLARSHIP

William Corson Mohler, South Euclid, Ohio

WILLIAM THOMPSON REED SCHOLARSHIP

Robert Skinner Boyd, Scarsdale, N. Y.

CHARLES C. CLOUGH MEMORIAL SCHOLARSHIP

Thomas Leicester Raleigh, Jr., Syracuse, N. Y.

SCHUYLER BUSSING SERVISS MEMORIAL SCHOLARSHIP

William Alan Christison, Andover

SOCIETY OF INQUIRY SCHOLARSHIPS

John Dutton Conant Little, Andover
Marshall Strong Foxwell, Camden, Maine

ALAN FOX SCHOLARSHIP

William Scovill Anderson, Watertown

ANDOVER-HARVARD SCHOLARSHIP

Roger Newhall, Jr., Portland, Ore.

HARVARD-ANDOVER SCHOLARSHIP

Carleton Stevens Coon, Jr., Wakefield

FRANK DALE WARREN SCHOLARSHIP

Floyd Thurston Humphries, Jr., Andover

AMHERST COLLEGE SCHOLARSHIP

Frederick Davis Greene, 2d, Upper Montclair, N. J.

ANDOVER ANONYMOUS SCHOLARSHIP AT YALE UNIVERSITY

Raymond Henry Young, Needham

THE DE LONG SCHOLARSHIP

Robert David Lilien, New York City, N. Y.

THE RALPH TIPTON DAVIS MEMORIAL SCHOLARSHIP

Thomson Cook McGowan, Cleveland Heights, Ohio

THE AUGUSTUS PORTER THOMPSON SCHOLARSHIP

Lee Stuart Pyles, Fairmont, W. Va.

SPECIAL MENTION FOR DISTINGUISHED SCHOLARSHIP DURING THE SENIOR YEAR

1943-1944

BIOLOGY

Richard Schuster

CHEMISTRY

Carleton Stevens Coon, Jr.
John Curtis Farrar
John Wilson Kellett
Ernest Carroll Magison
Donald Justus Sterling, Jr.

ENGLISH

Heyward Isham
Donald Justus Sterling, Jr.

FRENCH

Ian Seaton Pemberton

GERMAN

Heyward Isham
Arthur Stevens Wensinger

HISTORY

John Curtis Farrar
Thomson Cook McGowan
Donald Justus Sterling, Jr.

MATHEMATICS

John Farnum Bowen
Benjamin Yates Brewster, Jr.
John Curtis Farrar
Isaac Chillingsworth Foster
John Wilson Kellett
Donald Justus Sterling, Jr.
John Cincinnatus Thompson
Robert Allen Wofsey
Raymond Henry Young

PHYSICS

John Farnum Bowen
Carleton Stevens Coon, Jr.
Clayton Rothschild Jones, Jr.
Charles Wesley Kittleman, Jr.
Victor Karl Koechl
Hardwick Bigelow Moore

SPANISH

Clarence Brydon Francisco
Victor Henry Hexter, 2d
Charles Wesley Kittleman, Jr.
Thomson Cook McGowan

CUM LAUDE SOCIETY

This society aims to bestow that recognition upon high scholarship in the preparatory schools which the Phi Beta Kappa Society gives to it in the colleges. A scholastic average of 81% is required for election.

These members of the class of 1944 were elected to membership in the *Cum Laude* Society on the basis of their superior scholarship in all subjects for their Senior year.

Heath Ledward Allen
John Wesson Bolton
John Farnum Bowen
Carleton Stevens Coon, Jr.
John Curtis Farrar
Isaac Chillingsworth Foster
Frederick Davis Greene, 2d
Alfred Gilbert Harris
Victor Henry Hexter, 2d
John Wilson Kellett
Dwight Delavan Killam
Charles Wesley Kittleman, Jr.
Victor Karl Koechl
Thomson Cook McGowan
Ernest Carroll Magison
Henry Dean Quinby, 3d
John Butler Snook
Donald Justus Sterling, Jr.
Whitney Stevens
John Cincinnatus Thompson
Robert Allen Wofsey
Raymond Henry Young

SCHOLARSHIP HONORS 1943-1944

Honors of the First Grade

Awarded to those who have an average of 86 and no grade lower than 70.

SENIORS

H. L. Allen	1 term	C. W. Kittleman, Jr.	1 term
C. S. Coon, Jr.	2 terms	T. C. McGowan	3 terms
J. C. Farrar	3 terms	D. J. Sterling, Jr.	3 terms
J. W. Kellett	3 terms		

UPPER MIDDLERS

W. S. Anderson	3 terms	J. D. C. Little	3 terms
R. S. Boyd	3 terms	W. C. Mohler	1 term
R. C. Dean, Jr.	1 term	R. Newhall, Jr.	2 terms
J. P. Eastham	2 terms	P. E. Thurlow	2 terms
R. P. Leavitt	2 terms		

LOWER MIDDLERS

L. E. Batchelder	1 term	J. Corydon, 3d	2 terms
W. G. Blanding	1 term	M. S. Foxwell	2 terms
J. W. Brydon	1 term	G. K. Graw	1 term
G. D. Bush	3 terms	P. S. Hanke	3 terms
W. A. Christison	2 terms		

JUNIORS

C. V. Greenburg	1 term	A. G. Tebbens	1 term
D. F. McLain	1 term		

Honors of the Second Grade

Awarded to those who have an average of 81 and no grade lower than 65.

SENIORS

H. L. Allen	2 terms	C. W. Kittleman, Jr.	1 term
J. W. Bolton	1 term	V. K. Koechl	2 terms
J. F. Bowen	3 terms	E. C. Magison	2 terms
B. Y. Brewster, Jr.	1 term	W. F. Munroe	1 term
C. S. Coon, Jr.	1 term	H. D. Quinby, 3d	1 term
J. L. Finneran	1 term	C. P. Sagar	2 terms
I. C. Foster	3 terms	J. B. Snook	3 terms
C. B. Francisco	1 term	W. Stevens	2 terms
F. D. Greene, 2d	3 terms	J. C. Thompson	3 terms
H. Hall, 2d	1 term	W. F. Torrance, Jr.	1 term
A. G. Harris	1 term	A. S. Wensinger	3 terms
V. H. Hexter, 2d	3 terms	W. M. Wagner	1 term
H. Isham	1 term	R. A. Wofsey	2 terms
D. D. Killam	3 terms	R. H. Young	1 term

UPPER MIDDLERS

B. H. Bishop	2 terms	G. E. MacLellan, 3d	1 term
I. W. Bonbright, 3d	2 terms	W. C. Mohler	2 terms
J. F. Burns, 3d	1 term	W. N. Morrison	3 terms
A. C. Coolidge, Jr.	2 terms	R. Newhall, Jr.	1 term
R. C. Dean, Jr.	2 terms	W. F. O'Shea	2 terms
J. I. Dixon	1 term	W. A. Prior	3 terms
J. P. Eastham	1 term	L. S. Pyles	2 terms
W. Everett	1 term	H. S. Reed	2 terms
A. S. C. Fuller	1 term	F. R. G. Sanborn	1 term
F. L. Greene	3 terms	R. W. Terry	1 term
P. M. Grosz	1 term	P. E. Thurlow	1 term
H. J. Kingsberg	1 term	L. W. Volk	2 terms
L. Kohlberg	1 term	R. C. Wilde, Jr.	2 terms
R. P. Leavitt	1 term	S. F. Wilder	1 term

LOWER MIDDLERS

L. E. Batchelder	2 terms	R. W. Kimball	3 terms
D. L. M. Blackmer	2 terms	W. L. Landergan, Jr.	2 terms
W. G. Blanding	1 term	D. M. Lazo	2 terms
J. W. Brydon	1 term	P. A. Marier	1 term
W. A. Christison	1 term	I. duP. May	1 term
M. W. Chute	1 term	R. C. Moses	3 terms
G. F. Collier	1 term	R. V. Pugh, Jr.	1 term
G. Constable	2 terms	C. H. Quinby	1 term
J. S. Darling, 3d	1 term	R. B. Salomon	2 terms
A. F. Flues	1 term	B. H. Stevens	1 term
A. C. Gallagher	1 term	C. W. Wilder	1 term
F. S. Jones	2 terms		

JUNIORS

H. R. Arnold, Jr.	1 term	J. P. M. Nixon	2 terms
C. V. Greenburg	1 term	E. J. Ottenheimer, Jr.	2 terms
A. A. Lovekin	1 term	M. Suisman	1 term
D. F. McLain	2 terms	A. G. Tebbens	1 term
D. E. McDonough	1 term		

STUDENTS 1944-1945

STUDENT COUNCIL

Seniors

Broughton Hayward Bishop
Dozier Nelson Fields, Jr.
Leonard Myrton Gaines, Jr.
Peter Jay Lagemann
Arthur Keefe Moher
John Joseph Ryan, 3d
Kenneth Sutherland

Upper Middlers

Oliver John Anderson
Richard Reilly Hudner
Donald Minshall Lazo

Lower Middlers

William Robert Pugh
Frederick Gregg Thompson, 3d

SENIORS

(Names marked with an asterisk are those of students eligible for graduation February 23, 1945, under the War Program.)

Alexander, Ray Carter	*Portland, Ore.*
Anderson, William Scovil	*Watertown*
Arey, Florian George, Jr.	*Boston*
Asbury, Arthur Knight	*Cincinnati, Ohio*
Ault, Bromwell, Jr.	*New York, N. Y.*
Baker, Seth Harry	*New York, N. Y.*
Baldwin, George Storer, Jr.	*Chestnut Hill*
Barber, David St. George	*Englewood, N. J.*
Barnum, William Milo	*Greenwich, Conn.*
Bassick, Edgar Webb, 3d	*Bridgeport, Conn.*
Batchelder, Loring Eugene	*Andover*

Baty, David Rust	*Flossmoor, Ill.*
Beach, Robert Sheldon, 2d	*Saginaw, Mich.*
Bennett, Meridan Hunt	*Minneapolis, Minn.*
Bergstrom, Lee Barnard	*Shaker Heights, Ohio*
Bishop, Broughton Hayward	*Portland, Ore.*
Bishop, John Wesley	*Kingston, N. Y.*
Bivings, Frank Gary	*San Antonio, Texas*
Blake, John Wright	*Wellesley Hills*
Bonbright, Irving Wayland, 3d	*Englewood, N. J.*
Bouton, Irving Gladwin	*Tenafly, N. J.*
Boyd, Robert Skinner	*Scarsdale, N. Y.*
Bradley, Wendell Phillips	*Bayside, L. I., N. Y.*
Brody, Seth Oldrin Lacy	*Bridgeport, Conn.*
Burbank, Reginald, Jr.	*New York, N. Y.*
Burns, James Ferguson, 3d	*New York, N. Y.*
Carter, Alan Peter	*Hawthorne, N. Y.*
Carver, Frank Whitney, Jr.	*Sharon*
Caulkins, David Smallwood	*Scarsdale, N. Y.*
Chapin, Richard Morse	*Providence, R. I.*
Chase, Frederick Starkweather, 2d	*Middlebury, Conn.*
Chittick, Charles Yardley, Jr.	*Waban*
Cless, Gordon Howard	*Glens Falls, N. Y.*
Cohen, Maurice Uran	*Woodmere, L. I., N. Y.*
Collier, Reginald Bruce	*Austin, Texas*
Conant, Brewster	*Brookline*
Cook, James Arthur, Jr.	*Marblehead*
Coolidge, Archibald Cary, Jr.	*Lakeville, Conn.*
*Couch, Richard Monro	*Troy, Pa.*
Crosby, Albert Hastings, Jr.	*Wayzata, Minn.*
Daetsch, Richard Chester	*Hamburg, N. Y.*
Dake, Richard Edwin	*Andover*
Dalley, Lawrence Cutting	*New York, N. Y.*
Dean, Robert Charles, Jr.	*Wellesley*
DeWitt, Richard Herbert, Jr.	*Cleveland Heights, Ohio*
*Dixon, John Iversen	*New Haven, Conn.*
Duff, John Sawyer	*Newtonville*
Duggan, John Russell	*Malden*
Dulaney, George Du Relle	*Louisville, Ky.*
Dunbar, Donald Cowing	*Andover*
Eacker, Edward Wilcox	*Weston*

Eastham, John Perry	*Andover*
Edman, Frank Talmage	*Pittsfield*
Eisler, Kenneth Norman	*New York, N. Y.*
Ellis, William Morgan	*Newark, N. J.*
Ettelson, John Sommer	*Portland, Ore.*
Everett, Willard	*Walpole*
Ferrand, Raúl Andrés	*Lima, Peru*
Fields, Dozier Nelson, Jr.	*Islip, L. I., N. Y.*
*Fitzsimons, Sherman Joseph	*Grosse Pointe Farms, Mich.*
*Fuller, Alexander Sessums Cleveland	*Port Chester, N. Y.*
Fuller, Francis Brock	*Cambridge*
Gaige, Jeremy	*Peekskill, N. Y.*
Gaines, Leonard Myrton, Jr.	*Ruxton, Md.*
Gallagher, John Francis	*Colorado Springs, Colo.*
García, Miguel Angel	*San Juan, Puerto Rico*
Garland, Carleton Lee, Jr.	*Baton Rouge, La.*
Gearing, Charles Morris, 2d	*Meriden, Conn.*
Gould, George	*Winchester*
Gray, Charles Montgomery	*Urbana, Ill.*
Greene, Frank Lester	*San Antonio, Texas*
Griffith, Charles Perry	*Indianapolis, Ind.*
Hamilton, Carl Winston	*Mt. Kisco, N. Y.*
Hand, James Dennis	*Forest Hills, L. I., N. Y.*
Hardy, Anton Gysberti, Jr.	*Manchester, Vt.*
*Harig, Bernhardt Gold	*Andover*
Hattemer, Valentine Phillip, Jr.	*Easton, Pa.*
Hawkins, Edward Jackson, Jr.	*Walpole*
Hayden, Howard Penberthy	*Santiago, Chile*
Hayes, Frederick Wheeler	*Portland, Ore.*
Heard, Maurice Earl, Jr.	*West Point, Ga.*
Herman, James Stackpole	*Dauphin, Pa.*
Hetzler, Peter	*New York, N. Y.*
Hogg, Alexander McClurg	*Key West, Fla.*
Holbrook, John Ginn	*Haverhill*
*Holmes, Peter Carl	*Cleveland, Ohio*
Hopkinson, Thomas Macy	*New Bedford*
Horner, Leonard Mansfield	*West Hartford, Conn.*
Houk, George Washington, Jr.	*Dayton, Ohio*
*Hoy, Ross Kitchener	*Kenilworth, Ill.*
Hunting, Huston Stanley	*Rochester, N. Y.*

Hutchison, James Elder	*West Hartford, Conn.*
Hyder, Henry Kalil, Jr.	*Methuen*
Ihde, Stanley Walker	*Paterson, N. J.*
Ingraham, Edward Forster	*Marblehead*
Isitt, Charles Frederick Camac	*Van Nuys, Calif.*
Jones, Robert LeRoy, Jr.	*Chelmsford*
Kaiser, Charles Andrew	*West Hartford, Conn.*
Kelley, James Denvir	*New York, N. Y.*
Kemper, Rufus Crosby, Jr.	*Kansas City, Mo.*
Kerr, Geoffrey	*New York, N. Y.*
Killam, Frederick Meacham	*Hamden, Conn.*
King, Charles Arthur	*Plainfield, N. J.*
Kingery, Frederick Jacobs	*Portland, Ore.*
Kingsberg, Harold Joseph	*New York, N. Y.*
*Koch, John Lester, Jr.	*Sewickley, Pa.*
Koepke, Harry Dittmar	*Corpus Christi, Texas*
Kohlberg, Laurence	*Bronxville, N. Y.*
Kohler, Carl James, Jr.	*Kohler, Wis.*
Kutscher, Louis Frederic, Jr.	*Milford, Conn.*
Lagemann, Peter Jay	*Englewood, N. J.*
Lampe, John Scarborough	*New York, N. Y.*
Lansill, John Scott, Jr.	*Lexington, Ky.*
Lazo, Mario, Jr.	*Havana, Cuba*
Leavitt, Richard Pease	*Durham, N. H.*
Lebenthal, James Avram	*New York, N. Y.*
Lee, John Maxim	*Farmington, Conn.*
Lenahan, Charles Bernard, 2d	*Forty Fort, Pa.*
Lennan, John Ross	*Tenafly, N. J.*
*Levin, William Robert	*Norwich, Conn.*
Levine, Morey	*Lowell*
Little, John Dutton Conant	*Andover*
Love, Donald Charles	*Syracuse, N. Y.*
Lowe, Robert William	*Andover*
Loye, John Francis, Jr.	*Lawrence*
Lunder, Leonard Sumner	*Lynn*
McCracken, Cummings Chesney	*Pittsfield*
McDuffie, Charles Howard	*Andover*
McInnes, Harold Addison Burbank	*Bath, Maine*
MacLellan, George Edward, 3d	*New Rochelle, N. Y.*
Madeira, Edward Walter, Jr.	*Philadelphia, Pa.*

Marks, Peter	*Chicago, Ill.*
Marvin, John	*West Newton*
Masters, Richard Hosking	*Pembroke, Bermuda*
*Mead, Edward Mathews	*Erie, Pa.*
Milam, Arthur Wilson	*Jacksonville, Fla.*
Miller, William Henry	*Andover*
Minsky, Marvin Lee	*Riverdale, N. Y.*
†Moffly, John Wesley, 4th	*Philadelphia, Pa.*
Moher, Arthur Keefe	*Wellesley Hills*
Mohler, William Corson	*South Euclid, Ohio*
Moreland, William Crawford, 2d	*Washington, D. C.*
Morgan, Harry Casswallon	*Scranton, Pa.*
Morrison, Walter Nordhoff	*West Hartford, Conn.*
Moss, Harry, Jr.	*Whitinsville*
Naughton, Frank Ussher, 3d	*Worcester*
Newhall, Roger, Jr.	*Portland, Ore.*
Nicholson, Ronald Allen	*Lawrence*
Nicholson, Scott Allen	*Buenos Aires, Argentina*
*Ohler, David	*Jamaica Plain*
O'Shea, William Francis	*Belmont*
Oudin, Charles Folger, Jr.	*Cooperstown, N. Y.*
Owens, Brian	*Kingston, N. Y.*
Page, Hazen Laburton	*Marblehead*
*Payne, Frederick Roberts	*Boston*
Petzold, Herbert Richard	*Lawrence*
Pfeiffer, King Woodward	*Peoria, Ill.*
Phillips, Charles Edwin	*Glen Ridge, N. J.*
Pratt, Walter Eggleston	*Minneapolis, Minn.*
Prideaux, George Donahue	*Port-of-Spain, Trinidad, B. W. I.*
Prior, William Allen	*Troy, Pa.*
Pyles, Lee Stuart	*Fairmont, W. Va.*
Raleigh, Thomas Leicester, Jr.	*Syracuse, N. Y.*
Reed, Howard Shattuck	*Dedham*
*Reid, Harold Bishop, Jr.	*Bristol, Conn.*
Reynolds, Philip Reeves	*Brooklyn, N. Y.*
Richardson, Harold Leonard, Jr.	*Bath, N. Y.*
Robbins, Hollis Lawrence	*Swampscott*
Robinson, Dudley Bell, Jr.	*Litchfield, Conn.*

†Eligible for graduation December, 1944

Ryan, John Joseph, 3d	*Hewlett, L. I., N. Y.*
*Saltonstall, William Lawrence	*Chestnut Hill*
Sanborn, Frederic Rockwell Gladstone	*Brooklyn, N. Y.*
Scanlan, James White	*Belmont*
Schine, Gerard David	*Gloversville, N. Y.*
Siegel, Jay Samuel	*New York, N. Y.*
Siskind, Leland Benjamin Mason	*Lawrence*
Smith, Hanford, Jr.	*Louisville, Ky.*
Smith, Joseph Lincoln, Jr.	*Passaic, N. J.*
Snook, John Butler	*Upper Montclair, N. J.*
Space, David Jewell	*Glen Rock, N. J.*
*Spencer, Earle Franklin, Jr.	*Winchester*
Starke, Richard Prescott	*Durham, N. H.*
Steere, Anthony Wayne	*Everett, Ohio*
Stern, Gardner Henry, Jr.	*Chicago, Ill.*
Stride, Richard Joseph	*Biddeford, Maine*
Sussler, Robert Morris	*Norwich, Conn.*
*Sutherland, Kenneth	*New Rochelle, N. Y.*
Terry, Robert William	*New York, N. Y.*
Thompson, Edward Niles	*Fall River*
Thompson, Howard King, Jr.	*Brookline*
Thompson, Michael Sewall	*Warrenton, Va.*
*Thorndike, John Lowell	*Chestnut Hill*
Thurlow, Paul Edward Fitch	*Washington, D. C.*
Timberman, Ellsworth Lozier, Jr.	*Bronxville, N. Y.*
Tippett, Raymond	*Drexel Hill, Pa.*
Towne, Anthony	*Haverhill*
Twomey, John Charles, Jr.	*Jamaica Plain*
Volk, Leonard William, 2d	*Dallas, Texas*
Ward, Lawrence William	*Brookline*
Warner, Donald Palmer	*Bangor, Maine*
*Warren, Henry Pitt, 3d	*Greenwich, Conn.*
Weix, Joseph Branick, Jr.	*Oconomowoc, Wis.*
Welch, Richard Lawrence	*Wellesley Hills*
*Wheeler, Edward Lockwood	*Mystic, Conn.*
White, James Mattocks, Jr.	*Beverly Farms*
Wilbur, John Benson, Jr.	*Lexington*
Wilder, Stephen Fosdick	*Weston*
Willard, John A., Jr.	*Waban*

Williams, Edwin McBrier	*Montclair, N. J.*
Wilson, Edward Converse, Jr.	*Belmont*
Yantis, James Sparks	*Fort Smith, Ark.*
Younger, Walcott	*Fairfield, Conn.*
Ziegler, Warren Leigh	*New York, N. Y.*

Grosz, Peter Michael, Douglaston, L. I., N. Y., awarded diploma "Honoris Causa", August 23, 1944.

Seniors—214

UPPER MIDDLERS

Abel, John MacDonald	*Tacoma, Wash.*
Abruzzo, Matthew Thomas, Jr.	*Brooklyn, N. Y.*
Aikman, Walter Monteith	*Cazenovia, N. Y.*
Aldridge, John Symington	*New York, N. Y.*
Algrant, Roland Ralph	*West Cornwall, Conn.*
Alling, John Wesley, Jr.	*Orange, Conn.*
Altrocchi, John Cooley	*Berkeley, Calif.*
Anderson, Arvid Julius, Jr.	*Naugatuck, Conn.*
Anderson, Daniel Ogren	*Jamestown, N. Y.*
Anderson, Oliver John	*Sewickley, Pa.*
Ardouin, Graham John Leslie	*Swampscott*
Babson, George Jay, 3d	*Washington, D. C.*
Ballou, Donald Kent	*Newton Centre*
Bancroft, Lewis Clinton	*Boothbay, Maine*
Barnes, Louis Byington	*Williamsville, N. Y.*
Barnett, Robert Fulton, Jr.	*Crafton, Pa.*
Barss, Lawrence Whitcomb	*Andover*
Barton, Bernard Douglas	*Foxboro*
Becker, Max, Jr.	*Buffalo, N. Y.*
Begien, Martin	*Cambridge*
Bell, John Gordon, Jr.	*Rye, N. Y.*
Blackmer, Donald Laurence Morton	*Andover*
Blanding, William Gardner	*West Barrington, R. I.*
Blood, Charles Arthur	*Swampscott*
Borg, Kenneth Dana	*Scarsdale, N. Y.*
Bradford, Lindsay, Jr.	*New York, N. Y.*
Brill, Michael	*Hewlett, L. I., N. Y.*

Brydon, James Walter	*Mexico City, Mexico*
Budge, Hamilton Whithed	*Palo Alto, Calif.*
Bush, Geoffrey Douglas	*Cambridge*
Carlsmith, Lawrence Allan	*Baton Rouge, La.*
Carter, Richard Eliot	*Nashua, N. H.*
Chace, Jonathan, Jr.	*Boston*
Chandler, Otis	*Sierra Madre, Calif.*
Cherry, Jay Leonard	*Swampscott*
Chrisman, Channing Burke	*Phoenix, Ariz.*
Christison, William Alan	*Andover*
Chute, Myles Wotton	*Melrose*
Cieszynski, Henry Venard	*New Britain, Conn.*
Clarke, Kenneth Favor, Jr.	*Lexington*
Cohen, Arnold Jay	*Swampscott*
Collier, Gilman Frederick	*New York, N. Y.*
Colton, Dudley Teepell, Jr.	*Martinsville, N. J.*
Constable, Giles	*Cambridge*
Cooper, James Fenimore	*New York, N. Y.*
Corydon, Jeff, 3d	*Cranston, R. I.*
Creamer, John Robert	*Andover*
Creelman, William Allen, Jr.	*Manhasset, L. I., N. Y.*
Crichton, Edward Bailey	*Harrisburg, Pa.*
Crosby, Clifton Dwinnell	*Alexandria, Va.*
Currier, William Albrecht	*Wenham*
Curtis, Elliot	*Brookline*
Dahling, William DuPont	*Grosse Pointe, Mich.*
Daland, Andrew Petty	*Newton Centre*
Dale, James van Hamm	*Cincinnati, Ohio*
Darling, James Sands, 3d	*Hampton, Va.*
Dawson, John Ellsworth	*Pittsfield*
Donovan, Edward Joseph, Jr.	*New York, N. Y.*
Doyle, Fred Wendell, Jr.	*Andover*
Dupree, John Charles	*Greenwich, Conn.*
Dysart, Samuel Clayton, Jr.	*Havana, Cuba*
Estrada, Eduardo Adolfo	*Guatemala City, Guatemala, C. A*
Falls, Norton Horr	*Maplewood, N. J.*
Ferguson, Jerome Howard, Jr.	*Shreveport, La.*
Fisher, Paul Kingsbury, Jr.	*Mt. Kisco, N. Y.*
Fisher, Stephen Hayner	*Long Island City, N. Y.*
Fitzsimmons, Lloyd Donald, Jr.	*New Orleans, La.*

Flues, Anderson Gilmore	*Freemont, Ohio*
Foxwell, Marshall Strong	*Camden, Maine*
Freeman, John Wheelock	*New York, N. Y.*
Freeman, Robert Burns, Jr.	*Highland Park, Ill.*
Friday, John Ernest, Jr.	*Pittsburgh, Pa.*
Fullerton, Richard Gordon	*Boston*
Gallagher, Arthur Connell	*Colorado Springs, Colo.*
Garner, Robert Wright	*New York, N. Y.*
Gifford, Garret Ackerson	*New York, N. Y.*
Godridge, Robert Walsh	*New Rochelle, N. Y.*
Gordon, Edward Alexander	*Andover*
Graves, Eugene Chadbourne	*Andover*
Graw, George Killorin	*Wakefield*
Griffiths, Kenneth Frank	*Larchmont, N. Y.*
Gruner, Otto Harry, 3d	*Hewlett, L. I., N. Y.*
Hall, Harry Alfonso, 3d	*Melrose*
Hardwick, Charles Arthur	*Gwynedd Valley, Pa.*
Harrington, Frank Leighton, Jr.	*Worcester*
Harrison, Peter John	*Greenwich, Conn.*
Haskell, Owen	*Yarmouth, Maine*
Heard, Cyrus Ramsey	*Sewickley, Pa.*
Heely, Leroy Patterson	*Plainfield, N. J.*
Higbie, Laurence B.	*Grosse Pointe, Mich.*
Hilgers, Henry William	*Binghamton, N. Y.*
Hon, William Harris	*Charlotte, N. C.*
Hord, Stephen Young, Jr.	*Lake Forest, Ill.*
Hubbard, Ford, Jr.	*Houston, Texas*
Hudner, Richard Reilly	*Fall River*
Hull, Charles Cornelius, 3d	*Brooklyn, N. Y.*
Jackson, Alexander	*Chestnut Hill*
Jewett, George Frederick, Jr.	*Spokane, Wash.*
Johnson, Harvey LaSalle	*Houston, Texas*
Jones, Edward Sprague	*Oyster Bay, L. I., N. Y.*
Jones, Frank Sidney	*Greensboro, N. C.*
Jordan, Edwin Churchill	*Chicago, Ill.*
Kerrigan, Anthony Gunning	*Katonah, N. Y.*
Kimball, Richard Ward	*Andover*
Kittleman, Edmund Taylor	*Greenville, Miss.*
Kurtz, James Biggs	*Grand Junction, Colo.*
Lacy, Gordon Heisler	*Ogdensburg, N. Y.*

Landergan, Walter Lawrence, Jr.	*Lawrence*
Landis, Donald Mark	*Elizabeth, N. J.*
Lanes, Alfred Sheldon	*Waban*
Lawrence, Richard Harris, Jr.	*Fitchburg*
Lazo, Donald Minshall	*Havana, Cuba*
Levitan, Harold Lee	*Newton Centre*
Lincoln, Richard Mather	*Ann Arbor, Mich.*
Lynch, John Dee	*Concord*
McCleary, Oren Campbell	*Knoxville, Tenn.*
McCurdy, Bruce David	*Oakland, Maine*
McDonough, Donald Eugene	*Philadelphia, Pa.*
McKee, Jasper	*East Orange, N. J.*
McLain, David Francis	*Warren, Ohio*
McLanahan, Duer, Jr.	*New York, N. Y.*
McLean, Kenneth Legg	*Weymouth*
Macomber, John DeWitt	*Rochester, N. Y.*
Mannon, Edward McCutchen	*Menlo Park, Calif.*
Marier, Paul Alexander	*Andover*
Marvin, Bradford	*West Newton*
Mastrangelo, Edward Ferdinand	*Fitchburg*
Mastrangelo, Ferdinand Ralph	*Lunenburg*
Maxwell, Dennis Gray, 3d	*Westport, Conn.*
May, Irénée duPont	*Wilmington, Del.*
Meeks, George Nelson	*Vancouver, B. C., Canada*
Mellor, James Norman	*Great Neck, L. I., N. Y.*
Merchant, Robert Conway	*Andover*
Montgomery, James Dallas	*Sharon*
Morrison, Richard Winton	*Pittsburgh, Pa.*
Morse, James Harvey-Lander	*Hamden, Conn.*
Moses, Richard Cantrell	*Pittsburgh, Pa.*
Myers, Richard Robinson	*Madison, N. J.*
Neuhoff, Roger Alan	*Great Neck, L. I., N. Y.*
Nixon, Joel Peter Martin	*New York, N. Y.*
Nourse, Norman Crawford, Jr.	*San Marino, Calif.*
Nutt, Charles Lee, 3d	*Garden City, L. I., N. Y.*
O'Connor, Jay Paul	*Andover*
Page, Daniel Gibson	*Tulsa, Okla.*
Papen, Francis Crandon	*Brookline*
Paradise, Robert Campbell, Jr.	*Darien, Conn.*
Paradise, Scott Ilsley	*Andover*

Parker, Howard Bruce, Jr.	*Belmont*
Peacock, Peter Amerman	*Washington, D. C.*
Pelham, George Frederic, 3d	*Miami Beach, Fla.*
Phelps, Richard Jones	*Watertown*
Pollard, William Appleby	*Wellesley Hills*
Pomeroy, Walter Saunders, Jr.	*Worcester*
Pratt, Waldo Elliott, 3d	*Wellesley Hills*
Prentiss, Richard Joseph, Jr.	*Hewlett, L. I., N. Y.*
Prest, Alan Patrick Llewellyn, Jr.	*Darien, Conn.*
Pugh, Roger Vaughan, Jr.	*Worcester*
Quaintance, Richard Edgecombe, Jr.	*Katonah, N. Y.*
Quinby, Congreve Hamilton	*Durham, N. H.*
Ray, Rolor Edward	*Sinton, Texas*
Reed, Robert George, 3d	*Framingham*
Reiner, Peter Christian	*Loudonville, N. Y.*
Rentschler, Henry Adam	*Hamilton, Ohio*
Richardson, Charles Stuart West	*Hillsboro, Ore.*
Richardson, Peter Bowen	*Woodstock, Conn.*
Ritter, Anthony Bennett	*New York, N. Y.*
Rogers, Jonathan Woodruff	*Orange, Conn.*
Roome, William Journeay, 2d	*Greenwich, Conn.*
Rosenthal, Robert Averal	*Waterville, Maine*
Ross, Henry Lawrence, Jr.	*Hamden, Conn.*
Rublee, Clair Deforest	*Newport, Vt.*
Salomon, Roger Blaine	*Little Compton, R. I.*
Sanford, Thomas Michael	*Portland, Ore.*
Schellens, Peter Louis	*New York, N. Y.*
Schiffer, Stephen George	*Kew Gardens, L. I., N. Y.*
Schmidt, Arnold Philip	*Rutherford, N. J.*
Sharpe, John McDowell, Jr.	*Chambersburg, Pa.*
Shaw, Douglas Graeme	*Huntington, L. I., N. Y.*
Smith, Charles Waldo	*Lincoln*
Sperry, Corydon Stillman	*Middlebury, Conn.*
Stenberg, Carl Edward	*Everett*
Stevens, Benjamin Hazard	*South Plainfield, N. J.*
Stone, Paul Goadby	*New London, Conn.*
Sutherland, Rufus Righter, Jr.	*Albany, N. Y.*
Tait, John Douglas	*Janesville, Wis.*
Tarbox, Ronald Loring, Jr.	*Quincy*

Tavares, Gustavo Arturo	*Ciudad Trujillo, Dominican Republic*
Taylor, Ian Guy	*Hertfordshire, England*
Terman, Frederick Walcutt	*Belmont*
Thaw, David Martin	*New York, N. Y.*
Thomas, Charles Louis, Jr.	*Cincinnati, Ohio*
Thomas, Frederic Chichester, Jr.	*Huntington, L. I., N. Y.*
Thomes, Russell Franklin, Jr.	*Darien, Conn.*
Vail, Charles Brush	*East Falmouth*
Van Cleve, William Moore	*Moberly, Mo.*
Van Orden, Lucas Schuyler	*Baraboo, Wis.*
Vincent, George Kenneth	*New York, N. Y.*
Vollmayer, John William	*Waterbury, Conn.*
Vroman, Barent Sloane, Jr.	*Portland, Maine*
Waddell, James Graham	*Metuchen, N. J.*
Walker, Donald Russell	*Reading*
Weeghman, Richard Baehler	*Noroton, Conn.*
Weis, Robert Pomeroy	*Lancaster*
West, Stephen Kingsbury	*Pittsfield*
Wexler, Robert Hopper	*Leominster*
Wheaton, Scott Rodgers	*Stroudsburg, Pa.*
Wheeler, John Randolph, Jr.	*West Mystic, Conn.*
Whipple, George Amiel	*New York, N. Y.*
Whitney, John Kimball	*Wayzata, Minn.*
Wilde, Edward Andrew, Jr.	*Glen Rock, N. J.*
Wilder, Charles Willoughby	*Brunswick, Maine*
Wilkinson, John, 3d	*Syracuse, N. Y.*
Williams, Wayne Paul	*Scranton, Pa.*
Williams, Wentworth, Jr.	*Groton*
Winton, David Michael	*Wayzata, Minn.*
Wogan, Joseph Mansfield	*Newton*
Wood, William Clark	*Greenwich, Conn.*
Young, James Covert	*Meridian, Miss.*

Upper Middlers—218

LOWER MIDDLERS

Abson, Charles Meridith Ross	*Wilmington, Del.*
Adams, David Paul	*Essex Fells, N. J.*
Aikens, Charles Thomas	*State College, Pa.*

Alter, Samuel Ashe, Jr.	*Washington, D. C.*
Appel, George Frederick Baer, Jr.	*Wynnewood, Pa.*
Arnold, Henry Rogers, Jr.	*Newton Centre*
Atkinson, Robert Holt	*Winchester*
Baggott, King Bradford	*Los Angeles, Calif.*
Baldwin, Robert Ashworth	*Andover*
Barnes, Samuel Elder	*Mansfield*
Barrett, Joseph Russell, Jr.	*Chappaqua, N. Y.*
Bissell, Sumner Fuller	*Suffield, Conn.*
Blackburn, Alexander Lambert	*Durham, N. C.*
Bogan, Stephen Cornell	*Hamden, Conn.*
Boyce, James Edward	*Andover*
Bradley, Charles Edward, 3d	*Lawrence*
Briggin, Herbert Stanley	*Larchmont, N. Y.*
Brinsmade, Richard Sutphin	*New Haven, Conn.*
Brown, John Freeman, Jr.	*Lakeport, N. H.*
Brown, Warren Archibald Hoadley	*Pembroke, Bermuda*
Calhoun, Thomas Bartling	*Andover*
Calvet, Carlos Manuel, Jr.	*Havana, Cuba*
Cantwell, Samuel Henderson	*Oakland, Calif.*
Caplan, Carl Gerald	*Methuen*
Carter, Edward Carlos, 2d	*Rochester, N. Y.*
Cass, Edward Henry	*Port Washington, L. I., N. Y.*
Chapin, Neil, Jr.	*Longmeadow*
Christie, Philip	*Andover*
Clifford, Stewart Burnett	*Weston*
Collins, John Joseph, Jr.	*Wellesley Hills*
Conzelman, Peter Smith	*Barre, Vt.*
Crichton, Edward Morey	*Livingston, N. J.*
Cronin, John Drummond	*Lawrence*
Cudlip, Robert Sherwood	*Grosse Pointe, Mich.*
Curtis, John Howard	*West Bridgewater*
Davis, William Evans	*Denver, Colo.*
Day, Lee Garnett, Jr.	*West Cornwall, Conn.*
Dewart, Gordon Dickerman	*Andover*
Drury, Ralph Reinholt	*Youngstown, Ohio*
Dulin, Robert Stimson	*Pasadena, Calif.*
Dwyer, John Dennis	*Medford*
Edge, Loyall Howard	*Ventnor, N. J.*
Ellis, Thomas Milton, 3d	*Beloit, Wis.*

Farrington, Brendan John	*Lowell*
Fay, David Ward	*Ithaca, N. Y.*
Fenn, William Henry	*Mt. Cuba, Del.*
Forrest, Augustus Kane, Jr.	*Randolph*
Forrestal, Peter Ogden	*Washington, D. C.*
Fortmiller, Frederick Vincent	*Auburndale*
Gardner, Richmond	*New York, N. Y.*
Glazer, Norman Marshel	*Winthrop*
González, Lohr Hershell	*Santurce, Puerto Rico*
Goodenow, Earle Albert, Jr.	*Oklahoma City, Okla.*
Goodhue, Stephen Van Rensselaer	*Hewlett, L. I., N. Y.*
Graham, William Charles, Jr.	*Tuckahoe, N. Y.*
Greenburg, Carl Victor	*Passaic, N. J.*
Greene, Warren Mortimer	*Binghamton, N. Y.*
Grinnell, John Howland	*Vancouver, B. C., Canada*
Hall, Graham	*Brooklyn, N. Y.*
Harris, John Wakefield	*New York, N. Y.*
Harshman, Donald Cory	*Englewood, N. J.*
Hart, Reeves Welch, Jr.	*Stamford, Conn.*
Heffernan, Raymond William	*Worcester*
Henry, Richard Arthur	*New York, N. Y.*
Hood, Charles Harvey, 2d	*Cambridge*
Horne, Walter Sidney, Jr.	*East Williston, L. I., N. Y*
Howell, Kimbark Warren Wentworth	*Waterford, Conn.*
Hughes, William Gordon, Jr.	*South Dartmouth*
Hulbert, Richard Woodward	*Somerville*
Ingram, Frederic Bigelow	*Nashville, Tenn.*
Jackson, Winslow Loring	*Chicago, Ill.*
Johnston, Robert, 3d	*Cooperstown, N. Y.*
Johnstone, Jeremy Thurston	*Santa Barbara, Calif.*
Kaplan, Herbert Eliot	*Newton Centre*
Kelly, William Tolson, 3d	*Darien, Conn.*
Kiefer, Warren David	*Andover*
Kimball, William Geoffrey, Jr.	*Clayton, Mo.*
Koehler, Peter Huber	*Portland, Ore.*
Lackey, Frank Danby, 3d	*Pelham Manor, N. Y.*
Laidlaw, Angus McPherson	*Harwich Centre*
Lasley, Robert Art	*Flemington, N. J.*
Latour, Leroy Tether	*Bronxville, N. Y.*
Levin, Marvin Roye	*Newton*

Lovekin, Arthur Adams	*New York, N. Y.*
Lovekin, William Stevens	*New York, N. Y.*
McGill, Douglas Gould Brown	*New York, N. Y.*
McLean, Albert Forbes, Jr.	*Egypt*
MacWilliams, John Joseph, Jr.	*Syracuse, N. Y.*
Margolis, James Marsh	*Newton Centre*
Marshall, St. Julien Ravenel, Jr.	*Washington, D. C.*
Martin, Warfield	*Baltimore, Md.*
Marvin, Alfred Eugene, Jr.	*Barranquilla, Colombia, S. A.*
Mead, James Michael	*Erie, Pa.*
Mead, John Tenney	*Barrington, Ill.*
Mulligan, Edward Bowman, 3d	*Dallas, Pa.*
Munroe, John Vinton, Jr.	*Cambridge*
Negrín Díaz, Francisco	*New York, N. Y.*
Northup, Walter Samuel	*North Quincy*
Osborn, Charles Milton Shove	*Boston*
Ottenheimer, Edward Joseph, Jr.	*Windham, Conn.*
Owsley, David Thomas	*Dallas, Texas*
Page, Dudley Hathaway	*Cleveland Heights, Ohio*
Perdue, Doran Ellis	*Huntington, W. Va.*
Platka, Robert Thompson, Jr.	*Burlington, Vt.*
Pugh, William Robert	*Youngstown, Ohio*
Remis, Robert Eliot	*Swampscott*
Rentschler, James Peter	*Hamilton, Ohio*
Robertson, John Douglas, Jr.	*Taunton*
Robinson, Frederick James	*Grosse Pointe Farms, Mich.*
Rosenau, William Walter	*New York, N. Y.*
Rudkin, John Mark	*Fairfield, Conn.*
Sale, William Merritt, 3d	*Ithaca, N. Y.*
Schulte, Anthony Martin	*New York, N. Y.*
Scott, Henry Clarkson	*Hewlett, L. I., N. Y.*
Sherrill, Leicester Haydon, Jr.	*Larchmont, N. Y.*
Silver, Robert Albert	*New Haven, Conn.*
Slifer, Harry Seger, Jr.	*Ann Arbor, Mich.*
Smith, Timothy Dean	*St. Albans, Vt.*
Stearns, Owen Philip	*North Conway, N. H.*
Steinbach, Bernard Alan	*Hamden, Conn.*
Steinberg, Robert Samuel	*Lawrence*
Stockwell, James Irving	*Hamilton*
Stone, Sidney J., Jr.	*South Euclid, Ohio*

Stowell, Samuel Curtis	*Larchmont, N. Y.*
Suisman, Michael	*West Hartford, Conn.*
Talbot, Francis Story	*Jacksonville, Fla.*
Taylor, Howard Canning, 3d	*New York, N. Y.*
Tebbens, Arthur Gerard	*Rockville Center, N. Y.*
Thompson, Frederick Gregg, 3d	*St. Joseph, Mo.*
Thompson, Norman Franklin, Jr.	*Fall River*
Thompson, Richard Potter	*Greenwich, Conn.*
Trowbridge, Alexander Buel, 3d	*New York, N. Y.*
Tucker, Robert Newbold	*Paget East, Bermuda*
Upjohn, Harold Lawrence	*Kalamazoo, Mich.*
Varney, Bernard Louis	*New York, N. Y.*
Warren, Robert Hall, Jr.	*Rye, N. Y.*
Webster, Dean Kingman, 3d	*Andover*
Whitman, Courtenay Salisbury, 3d	*Maplewood, N. J.*
Whittington, Eugene, Jr.	*Oklahoma City, Okla.*
Wight, Ira Edward, 3d	*Washington, D. C.*
Wille, Roland Frank	*New Rochelle, N. Y.*
Winer, Michael David	*Brookline*
Winter, Thomas Wheatley	*Utica, N. Y.*
Works, John Wolcott	*Salem, Ohio*
Wyman, Thomas Hunt	*St. Louis, Mo.*
Yost, Edward DuRoss	*Lakewood, Ohio*
Young, William Boyd	*Derry, N. H.*

Lower Middlers—147

JUNIORS

Adelman, Fred	*Lawrence*
Anderson, Edward Blodgett	*Hamilton*
Baldwin, Robert Hamilton	*Chestnut Hill*
Batal, John Thomas, Jr.	*Andover*
Beardsley, Charles Bonsal, 3d	*Little Rock, Ark.*
Benson, Gilbert Thomas	*Portland, Ore.*
Bergstrom, Phillips Barnard, Jr.	*Shaker Heights, Ohio*
Berkstresser, Gordon Abbott, 3d	*Roanoke Rapids, N. C.*
Berry, Henry Newhall, 3d	*Swampscott*
Beye, Charles Rowan	*Iowa City, Iowa*
Biederman, Edwin Williams, Jr.	*Stamford, Conn.*
Bishop, Robert Roberts, Jr.	*Brownsville, Vt.*

Blackwell, James Madison, 4th	*New York, N. Y.*
Bloom, John Carlton	*Weston*
Boggs, William Graves, Jr.	*Pittsburgh, Pa.*
Bowers, Alexander Stuart	*Cooperstown, N. Y.*
Boyd, Robert James, Jr.	*Panama City, R. P.*
Brace, Robert DeWitt	*Dover*
Bradley, Frank Wharton	*Wayzata, Minn.*
Bramley, Edwin Leedham, Jr.	*Andover*
Bress, Allyn	*Norfolk, Va.*
Brewster, Donald Hays	*Birney, Mont.*
Buckner, Philip Franklin	*Northboro*
Burns, Douglas Snow	*Boston*
Byrne, Joseph William Jr.	*Andover*
Callahan, Paul Anthony	*East Douglas*
Cameron, Donald Kenzie, Jr.	*Andover*
Carl, Charles Wingard, Jr.	*Scarsdale, N. Y.*
Carroll, James Joseph, Jr.	*Miami Beach, Fla.*
Clark, Byron John	*Harrison, N. Y.*
Clayton, John Gardner	*Chelmsford*
Clement, Gordon Emil	*Mexico City, Mexico*
Coleman, Roger Jackson	*Nashua, N. H.*
Connick, Andrew Jackson	*New York, N. Y.*
Coon, Charles Adams	*Boston*
Cornell, Paul Lincoln, Jr.	*Washington, Conn.*
Coulson, Richard Stewart	*New York, N. Y.*
Cowley, John Elbert	*Clairton, Pa.*
Curry, Henry Edward	*Andover*
Dart, Justin Whitlock, Jr.	*Westport, Conn.*
Davis, John Alsop King	*Tuxedo Park, N. Y.*
Dea, Robert Look	*Andover*
deAlmagro, Manuel	*Havana, Cuba*
Dearborn, David Bailey, 2d	*Small Point Beach, Maine*
Dickson, Paul Abbott	*Bridgeport, Conn.*
Duke, Winslow Hincks	*Greens Farms, Conn.*
Dunlap, Harry Mac, Jr.	*Darien, Conn.*
Fenton, David White	*Watertown, Conn.*
Fine, John Burchard	*Southborough*
Flemming, Joseph Peter	*Pelham Manor, N. Y.*
Flynn, Harry Francis	*Edgartown*
Forbes, John Bruce	*Minneapolis, Minn.*

Foster, Glen Seward, 2d	*New York, N. Y.*
Frohman, Louis Todd	*Bronxville, N. Y.*
Griffin, Robert Louis	*Lexington*
Griffith, Walter Stuhr	*Indianapolis, Ind.*
Gross, Louis Edwards	*Chicago, Ill.*
Grosz, Martin Oliver	*Douglaston, L. I., N. Y.*
Haenschen, Richard	*Norwalk, Conn.*
Hagerty, Sheward	*New York, N. Y.*
Hall, Lyle Gillis, Jr.	*Ridgway, Pa.*
Hardenbergh, Mark Henry	*Bronxville, N. Y.*
Harding, Robert Shaw Oliver	*Washington, D. C.*
Hayes, Philip Schuyler	*Portland, Ore.*
Henderson, George Robert	*Ballardvale*
Henderson, Thomas Briggs, Jr.	*Charlotte, N. C.*
Henry, William Burton	*Baltimore, Md.*
Heyl, Andrew McIntosh	*East Gloucester*
Hudson, Edward Francis, 3d	*Pelham Manor, N. Y.*
Hutchinson, William Mackay	*Portland, Ore.*
Hutt, Edward Charles William, Jr.	*Waterview, North Shore, Warwick, Bermuda*
Johnson, William Reid	*Durham, N. H.*
Keeley, Arthur James	*Fairfield, Conn.*
Kimball, Charles Edmunds, 3d	*Greenwich, Conn.*
Kimball, Richard Ayer	*Swampscott*
Kohler, Conrad Dings	*Kohler, Wis.*
Kolsky, Leonard Sheldon	*Lawrence*
Lanes, Jerrold Bayard	*Waban*
Lansill, Charles Wellington Burt	*Lexington, Ky.*
Lebet, David Pierre	*Haverhill*
Lee, Burton James, 3d	*Roslyn, L. I., N. Y.*
Lewis, Larry Dwight	*Longmeadow*
Lindsay, Richard David	*Andover*
Lorant, Andrew	*Lenox*
Lynch, Jonathan David	*Lawrence*
McCoubrie, Robert James, Jr.	*Andover*
McDonald, John Manderson, 3d	*Dubuque, Iowa*
McHugh, Paul Rodney	*Lawrence*
McLean, Roger Duncan	*Egypt*
Mackenzie, Donald Wright	*Treichlers, Pa.*
Maslin, Charles Walter	*Port Chester, N. Y.*

Maxwell, Peter	*Easton, Pa.*
Merchant, William Seery	*Andover*
Michalovich, Myron	*Haverhill*
Miller, Paul Hotchkiss	*Meriden, Conn.*
Miner, William Whalley	*New London, Conn.*
Nelson, Frederick Merriam, Jr.	*Newgulf, Texas*
Neuberg, William Birch	*Darien, Conn.*
Nourse, Peter Ward	*San Marino, Calif.*
O'Connor, Edward Leary	*Andover*
Ordeman, John Talbot	*Westport, Conn.*
O'Reilly, Frank Arthur	*Lawrence*
Parsons, Donald Holcombe	*Devon, Pa.*
Parsons, Thomas Sturges	*Ridgewood, N. J.*
Pearsall, David Edelblute, 2d	*Avon, Conn.*
Petersen, Henry Andrew, Jr.	*Houston, Texas*
Pinkham, Christopher Choate	*Lynn*
Platt, Lucian Brewster	*Syracuse, N. Y.*
Randolph, John Montgomery, 2d	*Westfield, N. J.*
Ross, Edmund Thomas	*Stratford, Conn.*
Rowley, David Scott	*West Hartford, Conn.*
Rutan, Frank Elmer, 3d	*Ardmore, Pa.*
Sawyer, Alan Frederick, Jr.	*Saugus*
Scheide, Richard Gilson	*West Hartford, Conn.*
Schwartz, Alan Gifford	*New York, N. Y.*
Seffens, William Edward	*Memphis, Tenn.*
Selleck, Clyde Andrew, Jr.	*Kansas City, Mo.*
Sharpe, Richard Samuel	*Norwich, Conn.*
Smith, James Gordon, Jr.	*Harrington, Del.*
Smith, John Henry	*Beverly*
Smith, Reed Embry	*Louisville, Ky.*
Stone, Hugh David	*Brockton*
Stone, Milton Edward, Jr.	*Waban*
Stopford, William	*Andover*
Stuckey, William Louis, Jr.	*Charlotte, N. C.*
Thayer, James Manning	*Memphis, Tenn.*
Thurston, Francis Hatherly	*Tuscaloosa, Ala.*
Tichnor, Richard Boynton	*Newton Centre*
Treuhold, Charles Richard	*Bay Shore, L. I., N. Y.*
Walthall, William Winkler	*Houston, Texas*
Ward, Robert Brown	*Brookline*

Warner, Alden Young, Jr.	*Farmington, Conn.*
Weaver, Andrew Dudley	*Andover*
Weldon, James Peter	*Andover*
Wellman, Bradford Sargent	*Topsfield*
Whitney, Robert Lewis	*Fort Worth, Texas*
Williams, Charles Kauffman, 2d	*Easton, Pa.*
Williams, Lawrence Evans	*Scranton, Pa.*
Winchester, Gordon	*New York, N. Y.*
Wise, Daniel Parker	*Beverly Farms*
Wood, James Perry, 3d	*Wheeling, W. Va.*

Juniors—141

CLASSIFICATION

Seniors	214
Upper Middlers	218
Lower Middlers	147
Juniors	141
	720

REPRESENTATION

Massachusetts	215	Maryland	3
New York	144	Oklahoma	3
Connecticut	75	West Virginia	3
Pennsylvania	36	Arkansas	2
New Jersey	32	Indiana	2
Ohio	20	Iowa	2
Texas	13	Mississippi	2
Illinois	12	Washington	2
Oregon	12	Alabama	1
California	11	Arizona	1
Maine	11	Georgia	1
District of Columbia	9	Montana	1
Michigan	9	Cuba	5
New Hampshire	9	Bermuda	4
Minnesota	7	Canada	2
Missouri	6	Mexico	2
North Carolina	6	Puerto Rico	2
Vermont	6	Argentina	1
Wisconsin	6	Chile	1
Florida	5	Colombia	1
Kentucky	5	Dominican Republic	1
Colorado	4	England	1
Delaware	4	Guatemala	1
Louisiana	4	Peru	1
Rhode Island	4	Republic of Panama	1
Tennessee	4	Trinidad	1
Virginia	4		
			720

ANDOVER SUMMER SESSION

LIST OF STUDENTS—1944

Abel, John MacDonald	*Tacoma, Wash.*
Abruzzo, Matthew Thomas	*Brooklyn, N. Y.*
Aldridge, John Symington	*New York, N. Y.*
Alling, John Wesley	*Orange, Conn.*
Allison, Mark Horton	*Rockland*
Anderson, Edward Blodgett	*Hamilton*
Arnold, Mason Green	*Willimantic, Conn.*
Asbury, Arthur Knight	*Cincinnati, Ohio*
Atkinson, Robert Holt	*Winchester*
Babson, George Jay	*Washington, D. C.*
Baker, Peter Bulkeley	*Grosse Pointe, Mich.*
Baker, Seth Harry	*New York, N. Y.*
Barber, David St. George	*Englewood, N. J.*
Barton, Bernard Douglas	*Foxboro*
Barzin, Richard Lambert	*New York, N. Y.*
Batal, John Thomas	*Andover*
Batchelder, Loring Eugene	*Andover*
Beede, David Chilton	*Belmont*
Bell, John Gordon, Jr.	*Rye, N. Y.*
Bennett, Gerald Webb	*Colorado Springs, Colo.*
Bennett, Meridan Hunt	*Minneapolis, Minn.*
Bergstrom, Phillips Barnard, Jr.	*Shaker Heights, Ohio*
Berry, Henry Newhall	*Swampscott*
Beye, Charles Rowan	*Iowa City, Iowa*
Bigley, Thomas Joseph	*Everett*
Bird, Frederick Fillmore	*Upper Montclair, N. J.*
Bissell, Sumner Fuller	*Suffield, Conn.*
Blackburn, Alexander Lambert	*Durham, N. C.*
Blake, William Nelson	*Portland, Maine*
Boggs, William Graves, Jr.	*Pittsburgh, Pa.*
Boyce, James Edward	*Andover*
Boyd, Robert James	*Panama City, R. P.*
Brandt, Richard Paul	*New York, N. Y.*
Brewer, George Emerson, 3d	*Washington, D. C.*

Brickler, Alexander Dumas	*Long Branch, N. J.*
Brody, Seth Oldrin Lacy	*Bridgeport, Conn.*
Brooks, John Edward	*Newport, N. H.*
Brown, John Freeman, Jr.	*Lakeport, N. H.*
Budge, Hamilton Whithed	*Honolulu, Hawaii*
Burbank, James Arthur, 2d	*Oak Park, Ill.*
Burbank, Reginald, Jr.	*New York, N. Y.*
Calhoun, Thomas Bartling	*Andover*
Callahan, Paul Anthony	*East Douglas*
Cameron, Donald Kenzie	*Andover*
Cantwell, Samuel Henderson	*New York, N. Y.*
Carter, Edward Carlos	*Rochester, N. Y.*
Carver, Frank Whitney, Jr.	*Sharon*
Cass, Edward Henry	*Port Washington, L. I., N. Y.*
Chandler, Otis	*Sierre Madre, Calif.*
Chase, Cornelius Thurston	*Deerfield*
Chittick, Charles Yardley, Jr.	*Waban*
Clark, Byron John	*Harrison, N. Y.*
Clark, Stirrat Holman	*Cincinnati, Ohio*
Cloutier, Amadee Louis, 4th	*Wellesley Hills*
Cogan, James Richard	*Farmington, Conn.*
Coleman, Roger Jackson	*Nashua, N. H.*
Conzelman, Peter Smith	*Barre, Vt.*
Cooper, James Fenimore	*New York, N. Y.*
Couch, Richard Munro	*Troy, Pa.*
Crichton, Edward Morey	*Livingston, N. J.*
Cronin, John Drummond	*Lawrence*
Crowley, Timothy John	*Arlington*
Curtis, John Eliot	*Litchfield, Conn.*
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Falge, Roger Burton	*Cleveland, Ohio*
Fenn, William Henry	*Mt. Cuba, Del.*
Ferrand, Rául Andrés	*Lima, Peru*
Fitzsimons, Sherman Joseph	*Grosse Pointe, Mich.*
Flanagan, William Francis	*New Britain, Conn.*
Flinn, John Seymour	*Wilmington, Del.*
Follansbee, John Haynes, Jr.	*Pittsburgh, Pa.*
Fore, Clyde Albert, Jr.	*Andover*
Forstall, Alfred Edmond	*Amsterdam, N. Y.*
Freeman, Robert Burns	*Highland Park, Ill.*
Frost, Frank Jasper	*Palo Alto, Calif.*
Fuller, Alexander Sessums Cleveland	*Port Chester, N. Y.*
Gardner, Richard Kent	*New Bedford*
Gifford, Garret Ackerson	*New York, N. Y.*
Gilliams, Howard Sothoron	*Collingswood, N. J.*
Glass, Stephen Samuel	*New York, N. Y.*
Gnecco, Richard Anthony	*Arlington*
Gordon, Mark Ellis	*Brookline*
Grant, Peter Osgood	*Lewiston, Maine*
Gray, Charles Montgomery	*Urbana, Ill.*
Greene, Frank Lester	*Franklin, Ind.*
Griffith, Charles Perry	*Indianapolis, Ind.*
Grinnell, John Howland	*Vancouver, B. C.*
Gross, Louis Edwards	*Chicago, Ill.*
Grosvenor, Charles Burnett	*Providence, R. I.*
Grosz, Peter Michael	*Douglaston, L. I., N. Y.*
Gruner, Otto Harry	*Hewlett, L. I., N. Y.*
Harig, Bernhardt Gold	*Lawrence*
Hattemer, Valentine Phillip	*Easton, Pa.*
Hayes, Frederick Wheeler	*Portland, Ore.*
Hilgers, Henry William	*Binghamton, N. Y.*
Hillman, Peter	*New York, N. Y.*
Holmes, Peter Carl	*South Euclid, Ohio*
Hopkinson, Thomas Macy	*New Bedford*
Hord, Stephen Young, Jr.	*Lake Forest, Ill.*
Hoy, Ross Kitchener	*Kenilworth, Ill.*
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Hudner, Richard Reilly	*Fall River*

Hyder, Henry Kalil, Jr.	*Methuen*
Ingraham, Edward Forster	*Marblehead*
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McLean, Albert Forbes, Jr.	*Egypt*
McLean, Roger Duncan	*Egypt*
Mackenzie, Malcolm Lewis	*Treichlers, Pa.*

Maddocks, Fred Stearns	*Foxboro*
Magee, Christopher Walford	*Washington, D. C.*
Mannon, Edward McCutcheon	*Menlo Park, Calif.*
Marshall, Alexander Gordon, Jr.	*Waban*
Marston, Donald Pike	*Lewiston, Maine*
Martin, Warfield	*Baltimore, Md.*
Marvin, Bradford	*West Newton*
Maslin, Charles Walter	*Port Chester, N. Y.*
Mastrangelo, Ferdinand Ralph	*Lunenburg*
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Negrín, Francisco Díaz	*New York, N. Y.*
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Nicholson, Ronald Allen	*Lawrence*
Nicholson, Scott Allen	*Buenos Aires, Argentina*
Norton, Francis Xavier	*Dorchester*
Nunn, Marshall Earl	*Tuscaloosa, Ala.*
Obrey, Robert Lawrence	*Needham*
O'Brien, Duncan Munroe	*Loudonville, N. Y.*
Ohler, David	*Jamaica Plain*
Olson, Carl Alvin	*Everett*
O'Neil, John Joseph, Jr.	*West Springfield*
Ornstein, George Guttman, Jr.	*New York, N. Y.*
Owens, Brian Eugene	*Kingston, N. Y.*
Payne, Frederick Roberts	*Boston*
Pelham, George Frederic, 3d	*Miami, Fla.*
Perrin, John Bates	*Washington, D. C.*

Petersen, Henry Andrew	*Houston, Texas*
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Reid, Harold Bishop, Jr.	*Bristol, Conn.*
Reitzel, John Sebastian	*Haverford, Pa.*
Rentschler, Henry Adam	*Hamilton, Ohio*
Rentschler, James Peter	*Hamilton, Ohio*
Ricci, William John	*Hartford, Conn.*
Rich, Wesley Everett	*Andover*
Ritter, Anthony Bennett	*New York, N. Y.*
Robinson, Dudley Bell, Jr.	*Litchfield, Conn.*
Rocca, Marcel Xavier	*Leominster*
Romig, David Woodruff	*New York, N. Y.*
Ross, Henry Lawrence, Jr.	*Hamden, Conn.*
Rublee, Clair Deforest, Jr.	*Newport, Vt.*
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Stenberg, Carl Edward	*Everett*
Stites, Peter Wurlitzer	*Cincinnati, Ohio*
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Sussler, Robert Morris	*Norwich, Conn.*
Sutherland, Kenneth	*New Rochelle, N. Y.*
Tannenbaum, Gerd	*West Newton*
Thaw, David Martin	*New York, N. Y.*
Thurston, Francis Hatherly	*Tuscaloosa, Ala.*
Tiani, Carl Eolo	*Lawrence*
Topham, Jay Emerson	*Fairfield, Conn.*

Tucker, Alvin Howard	*Brookline*
Twomey, John Charles, Jr.	*Jamaica Plain*
Van Cleve, William Moore	*Moberly, Mo.*
Viegas, Francis John	*New Bedford*
Vincent, George Kenneth	*New York, N. Y.*
Vollmayer, John William	*Waterbury, Conn.*
Walker, Donald Russell	*Reading*
Walker, James Grant	*Waterbury, Conn.*
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Warner, Donald Palmer	*Bangor, Maine*
Warren, Henry Pitt	*Greenwich, Conn.*
Weldon, James Peter	*Andover*
Wexler, Robert Hopper	*Leominster*
Wheeler, Edward Lockwood	*Mystic, Conn.*
Whipple, George Amiel	*New York, N. Y.*
Whitney, John Kimball	*Wayzata, Minn.*
Wilbur, John Benson, Jr.	*Lexington*
Wilder, Charles Willoughby	*Lexington, Va.*
Wogan, Joseph Mansfield	*Newton*
Wood, Henry Frost, Jr.	*Brookline*
Wood, John Ernest Lyons	*Groton*
Wood, William Clark	*Greenwich, Conn.*
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Yost, Edward Du Ross	*Lakewood, Ohio*
Younger, Paul Alden	*New York, N. Y.*

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J. W. R. Crawford, Jr., '14
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20. If the applicant is now in the 8th grade, indicate here the subjects he is studying.

....

....

21. If the applicant is in the 9th grade (i.e. the Freshman year of a four year high school course) or higher, *indicate below all work which will have been completed at the time of proposed entrance to the Academy.*

SUBJECT	Check subjects taken in current year	Number of years studied	Number of periods per week	Length of period
Algebra............				
Plane Geometry......				
Solid Geometry......				
Trigonometry........				
English............				
Latin Grammar......				
Cæsar..............				
o..............				
Vergil.............				
French.............				
German............				
Greek..............				
Spanish............				
U. S. History........				
Ancient History......				
English History......				
European History....				
Biology............				
Chemistry...........				
Physics.............				
General Science......				

(***Attach small photograph or snapshot here***)

Please note the Academy's requirement in regard to letters of recommendation under "Procedure in Applying" in the catalogue. These should be sent directly from the writers to the Director of Admissions at an early date.

Signed...

Relationship to applicant..

Date...

This form should be returned to The Director of Admissions, Phillips Academy, Andover, Mass. No registration fee is required.

PHILLIPS ACADEMY

ANDOVER, MASSACHUSETTS

Entrance Application

Please be careful to give complete details in filling out the four pages of this form.

I hereby apply for the admission to Phillips Academy of my son
ward,

in the
Senior
Upper Middle
Lower Middle
Junior
Class for the year beginning September 19....

1. Boy's name in full..
(First) (Middle) (Last)

2. Date of birth..

3. Name of parent or guardian..

4. Home address..

5. Preferred mailing address..

....

6. Name and address of school attended during current year......................

....

7. Date of entering it...................... 8. Date of leaving.............

9. Name of its Principal..

10. Earlier schools attended during past four years—their addresses—approximate dates of entering and leaving..

....

....

11. Probable college choice..

12. Race................................ 13. Nationality...............

14. Religious affiliation..

15. Height................................ 16. Weight..................

17. If the applicant's health is not good, or if he is handicapped in any way that might interfere with the regular school work, please state the facts here or in a separate letter.

....

....

....

18. The applicant will write any examinations that may be required at...............

....

19. Room preference..................................
room alone________
have a roommate______

(OVER)

WELLS BINDERY
WALTHAM, MASS.
AUG. 1952